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ABSTRACT

This annotated listing cites dissertations, government publications, newspaper articles, journal articles, and monographs dealing with education in Egypt. Items cited were published in 1980. The listing is organized by subject area. The subjects include academic accomplishment, adult education, basic education, children's books, civil servants, educational administration, educational aides, faculties and universities, foreign languages, handicapped, higher education, mathematics, personality, physical education, preschool education, preparatory schools, primary education, private education, religious education, secondary schools, special education, technical education, teacher training, women's education, and youth. Lists of authors and sources conclude the document. (RM)

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SELECTED BIBLIOGRAPHY OF EGYPTIAN EDUCATIONAL MATERIALS

Vol. 6, No. 2, 1980

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ACADEMIC ACCOMPLISHMENT

Self Concept and Personality Traits

1. Mohamed, 'Abdul Rehim Bekhit 'Abdul Rehim, "A Study on Self Concept During the Stages of Educational Growth As it Relates to Personality Traits and Academic Accomplishment", (Dirasah Li-Mafhum Al-Zaat Fi Marahel Al-Numuw Al-Ta'leemiyyah Wa-'Ilaqatuhu Bi-Simaat Al-Shakhsiyyah Wal-Tahseel Al-Dirasi), Faculty of Education, Minia University, Minia (Upper Egypt), 1980.

- Dissertation submitted to the Department of Psychology of the Faculty of Education, Minia University for obtaining the degree of Ph.D. in Education.

This dissertation is divided into two parts, each part subdivided into three chapters.

Part 1 contains the theoretical framework of the research. Here, the writer stated his problem, indicated the aims sought from his research, underlined the significance of the subject surveyed and defined its scope. As a prerequisite for his theoretical research, he defined the variables covered in his work, including self, personality traits, academic accomplishment and stages of educational growth.

A review was made of some studies published previously on subjects like self concept, the relation between self concept and personality traits and the relation between self concept and academic accomplishment.

The writer then introduced the hypotheses established for his experimental work.

In Part 2, the writer dealt with the experimental framework of his research.

He began with a preliminary survey which was preceeded by a description of the writer's sampling method, the tools used, the procedure employed in using his tools and the statistical method applied to his survey.

After reviewing the results obtained from the preliminary survey, he went ahead with his principal survey. Again, he described his

sampling method, the tools used and applied and the data processing system employed.

Results obtained deal with self acceptance and acceptance of social values among children in the third year primary, with conviction by pupils in the sixth year primary of their moral conduct, with self confidence among pupils in the preparatory stage and with appreciation of one's personal value and actual merits in the secondary stage.

The dissertation ended with a list of recommendations put forward by the writer and a bibliographical list of Arabic and other references consulted in the compilation of his work.

ADULT EDUCATION

A Comparative Study

2. Mahmoud, Mohamed Malek Mohamed Sa'id, "A Comparative Study of Adult Education Structure in the Light of Continued Education Conducted Between Egypt and England", (Dirasah Muqaranah Li-Haikal Ta'leem Al-Kibaar Fi Dawu Al-Ta'leem Al-Mustamirr Bayna Misr Wa-Injelterra), Faculty of Education, Zagazig University, Zagazig (Lower Egypt), 1980, 245 pages.

- Dissertation submitted to the Department of Comparative Education and Educational Administration of the Faculty of Education, Zagazig University, for obtaining the degree of M.A. in Education.

In the first of the five chapters comprising this dissertation, the writer indicated the significance of the subject being discussed, specified its scope, explained the plan adopted in developing it and defined its terms.

Chapter 2 explains the concept and philosophy of adult education and reviews the developments it had underwent as well as the factors which led to the emergence of this type of education. The efforts exerted in adult education and the areas covered by it were historically reviewed.

In the third chapter, the writer dealt with the structure of adult education in Egypt and related the efforts deployed in this regard

during the Nineteenth and Twentieth Centuries. Likewise, the role played in this connection by universities and public service programmes was pointed out.

Chapter 4 is devoted to a review of the structure of adult education in England and a description of the efforts exerted during the Nineteenth and Twentieth Centuries to educate adults in Britain.

The fifth chapter contains a comparative and analytical study between the factors influencing adult education in Egypt and in England.

In conclusion, the writer reviewed the recommendations advocated by him which call for the adoption of a wider concept of adult education, the realization of an integrated programme encompassing adult education and other stages of scholastic and university education and the encouragement of civil servants to take active part in adult education programmes.

The dissertation ended with a list of bibliographical material and a set of appendices containing Law No. 110 of 1944 for fighting illiteracy and spreading popular culture, as amended by Law No. 128 of 1946 and Law No. 67 of 1970 governing adult education and eradication of illiteracy.

Organization - Legislations

3. A.R.E., Legislations, Laws, Regulations ... etc., "Circular No. 73 Dated September 11, 1980 in Connection with the Preparations for the Academic Year 1980/81 in Adult Education Centers and Classes", (Nashrah "Aammah Raqm 73 Bi-Tareekh 9/11/1980 Fi Shaan Al-Isti'daad Lil-'Aamm Al-Dirasi 1980/81 Bi-Marakez Wa-Fusul Ta'leem Al-Kibaar), Cairo, Cabinet of the Undersecretary of the Ministry of Education for the Sector of Primary Education and Teacher Training Colleges, Ministry of Education, 1980, 4 pages.

After stressing the need for eradicating illiteracy among citizens and raising their cultural, social and economic standards, the Circular reviewed the steps to be taken in rationalizing the plan laid down by the Ministry of Education in the fields of adult education and eradication of illiteracy. The Circular also pointed to the details to be included in the Ministry's plan and explained the steps involved in carrying out the contemplated plan.

In conclusion, the Circular reviewed the Ministry's plan for the regular literacy classes for the school year 1980/81 and indicated the number of old and new classes divided by Governorates in 1979/80 and 1980/81.

4. A.R.E., Legislations, Laws, Regulations ... etc., "Circular No. 91 Dated October 1, 1980 in Connection with the Syllabi, Curricula and Text Books Dealing with Adult Education and Eradication of Illiteracy", (Nashrah 'Aamah Raqm 91 Bi-Tareekh 10/1/1980 Bi-Shaan Khuttat Al-Diraasah Wal-Manahij Wal-Kutub Fi Majaal Ta'leem Al-Kibaar Wa-Mahsu Al-Ummiyyah), Cairo, Cabinet of the Undersecretary of the Ministry of Education for Primary Education and Teacher Training Colleges, Ministry of Education, 1980, 2 pages.

After describing the impact of illiteracy on impeding Egypt's socio-economic development, the Circular underscored the need for observing punctuality in literacy and adult education centers, whether as to commencing the school year on time or as to complying with the daily schedule.

The Circular determined the school subjects and the number of periods assigned to each as well as the number of hours per week allotted to each subject. It, further, described the curricula to be pursued and the manner in which curricula may be distributed over semester months.

After indicating the text books prescribed for the school year 1980/81, the Circular dealt with cases in which some books required for basic readings in agricultural and industrial communities are unavailable.

ADULT EDUCATION CENTERS FOR SOLDIERS

Supervision - School Organization and Administration - Legislations

5. A.R.E., Legislations, Laws, Regulations ... etc., "Circular No. 133 Dated December 3, 1980 in Connection with Supervision by Adult Education and Literacy Machineries over the Conduct of Work in the Centers of Study where Soldiers Holding Literacy Certificates Are to Be Enrolled", (Nashrah 'Aamah Raqm 133 Bi-Tareekh December 30, 1980 Bi-Shaan Ishraaf Ajhizat Ta'leem Al-Kibaar Wa-Mahsu Al-Ummiyyah 'Ala Mutaba'at Al-'Amal Bi-Markaz Al-Diraasah Al-Muqarrar Ilhaaq Al-Junud Al-Haaileen 'Ala Shahadat Mahsu Al-Ummiyyah Bi-Ha), Cairo, Cabinet of the Undersecretary of the Ministry of Education for Primary Education and Teacher Training Colleges, Ministry of Education, 1980, 1 page.

Dealing with the role of the Ministry of Education in administering the centers of study designed for receiving soldiers holding the Literacy Certificate, the Circular stated in its introduction that the Ministry is most keen on ensuring the proper conduct of work in these centers.

The Circular then indicated the literacy level of the prospective learners who had obtained their Literacy Certificate and the duties entrusted with the Ministry's Adult Education and Literacy machineries within the respective Educational Directorates towards ensuring the proper functioning of these centers.

After describing the functions of the educational staff in handling work in the centers, the Circular elaborated on the role of the Ministry's machineries in formulating policy blueprints for enrolling learners throughout the country in evening centers of study and for following up their progress.

ADULT EDUCATION CLASSES

Examinations - Organization - Legislations

6. A.R.E., Legislations, Laws, Regulations ... etc., "Circular No. 132 Dated December 28, 1980 in Connection with the Procedure to be Followed in Conducting Final Tests for Adult Education and Literacy Classes", (Nashrah 'Aammah Raqm 132 Bi-Tareekh 12/28/1980 Bi-Shaan Al-Ijraaat Al-Wajib Ittikhazuha Fi Ijraa Al-Ikhtibaraat Al-Nihaaiyyah Li-Ta'leem Al-Kibaar Wa-Mahwu Al-Ummiyyah), Cairo, Cabinet of the Undersecretary of the Ministry of Education for Primary Education and Teacher Training Colleges, Ministry of Education, 1980, 6 pages.

Following an introduction on the extent of interest shown by the Ministry of Education in order to ensure that the final tests of adult education centers and literacy classes are properly conducted, the Circular reviewed the pertinent provisions of Law No. 67 of 1970 and the Resolutions of the Supreme Council for Adult Education and Literacy in connection with final tests.

The Circular also reviewed the categories permitted to sit for the final examination in literacy classes and the control measures

applied to ensure the proper conduct of tests. It reviewed, as well, the steps to be taken in the preparation of examination sheets.

Appended to the Circular are a specimen of the learner's identity card, a proposed examination schedule and an indication of the time allotted for each subject and the grades set for the respective branches of each subject.

ADULT EDUCATION AND LITERACY

Legislations

7. A.R.E., Legislations, Laws, Regulations ... etc., "Circular No. 128 Dated December 17, 1980 in Connection with the Controls Applicable to Work in the Field of Adult Education and Eradication of Illiteracy", (Nashreh 'Aammah Raqm 128 Bi-Tareekh 12/17/1980 Bi-Shaan Dawabet Al-'Amal Fi Majaal Ta'leem Al-Kibaar Wa-Mahwu Al-Ummiyyah), Cairo, Cabinet of the Undersecretary of the Ministry of Education for Primary Education and Teacher Training Colleges), Ministry of Education, 1980, 4 pages.

Introducing its subject, the Circular underlined the importance of realizing the aims sought from adult education and eradication of illiteracy, adding that every measure should be taken to ensure the complete elimination of this national scourage.

Dealing with learners, the Circular set the conditions to be fulfilled by them and described the procedure for admitting them in literacy classes and centers as well as the procedure for opening new classes.

The Circular, further, explained the elements to be taken into consideration in selecting principals and teachers for these centers and specified the records to be kept by these centers for the benefit of adult education machineries.

Other items covered by the Circular include the regulations concerning payment of compensations to those engaged in the field of adult education and literacy and the manner in which payment is effected. Items of expenditure from the budget of adult education and literacy are also covered in the Circular, together with the articles and tools which are to be issued to these centers and classes.

AL-AZHAR

Education - Development

8. El-Naqeeb, 'Abdul Rahman, "Development of Education in Al-Azhar 1872-1972", (Tatawwur Al-Ta'leem Fil-Azhar 1872-1972), Exeter University, Exeter (U.K.), 1980, 300 pages.

- Dissertation submitted to the University of Exeter, U.K., for obtaining the degree of Ph.D. in Education.

This dissertation is consisting of four chapters.

Chapter 1 is entitled "Need for Reform". Here, the writer talked on the move towards modernization in Egypt begun during the days of Mohamed Ali Pasha and intensified by pro-Western currents during the days of Khedives Sa'id and Ismail. New leaders calling for renovation of religious thinking came to the fore and left their influence on the development of education in Al-Azhar.

In Chapter 2, the writer dealt with the various attempts at reform made since 1872 and exemplified in the laws promulgated since that date and until 1930. He highlighted the role of Shaikh Mohamed 'Abdu in reforming Al-Azhar and showed how the movement towards reform was affected by the emergence of Dar Al-'Ulum, the School of Shari'ah Judges and the Egyptian University. He, further, indicated the impact of British occupation and partisan governments on education in Al-Azhar.

Chapter 3 is devoted to the attempts at reforming Al-Azhar from 1930 through 1961. Here, the writer explained how Al-Azhar was transformed from a mosque to a university. Specific mention is made of the attempts of Shaikh Al-Zawahiri, Shaikh Mustafa Al-Maraghi and Shaikh Mustafa 'Abdul Razeq to promote education in Al-Azhar.

The fourth chapter deals with the Law issued in 1961 for developing Al-Azhar. After describing the political circumstances which surrounded the issuance of this Law, the writer pointed to the positive and passive aspects of this legislation. The present administrative system of Al-Azhar and the educational position of Al-Azhar University were discussed in detail.

The last part of this chapter was devoted to a study of two representative faculties to determine how they were effected by

the promulgation of the Law of 1961. These faculties are the Faculty of Education and the Islamic Faculty for Girls.

The dissertation ended with the writer's list of reference material.

AL-AZHAR UNIVERSITY

Development

9. Deif, Shawki 'Abdul Salam Gad, "Al-Azhar As An Educational Institution; Its Development and Educational Impact in the Arab Republic of Egypt from 1911 to 1961", (Al-Azhar Ka-Mouassasah Tarbawiyyah; Tatawwuruhu Wa-Atharuhu Al-Tarbawi Fi Jumhuriyyat Misr Al-'Arabiyyah Min 1911 Ila 1961), Faculty of Education, Menoufiyyah University, Shebin El-Kom, 1980, 454 pages + appendices.

- Dissertation submitted to the Department of Educational Principles, Faculty of Education, Menoufiyyah University for obtaining the degree of Ph.D. in Education.

Following an introduction on the significance, aims, postulates, scope, tools and sources of the topic under discussion, the writer reviewed some earlier research conducted on related subjects and explained the procedure used in selecting his sample and conducting a questionnaire.

The body of the dissertation follows in two parts subdivided into six chapters.

The first part, which comprises three chapters, dealt with the history and development of Al-Azhar eversince it was established and across the ages, indicated the purposes sought from its creation, related the developments undergone by it from 1911 through 1961, reviewed the laws and regulations issued for evolving and developing the university and described the system of education adopted, including curricula, examinations, certificates, administrative systems, students' body and teaching staff. All these elements were reviewed and subjected to a critical analysis.

Part 2, also comprising three chapters, dealt with the educational impact of Al-Azhar in the Arab Republic of Egypt between 1911 and 1961. A field survey was conducted to determine Al-Azhar's role in

politics and its association with political parties between 1922 and 1952, Al-Azhar's impact in the social field and how it dealt with the community's problems and Al-Azhar's impact in the fields of education and religious enlightenment.

In his recommendations, the writer emphasized that Al-Azhar should maintain its double function as a mosque and as a university.

The dissertation ended with a bibliographical list and copy of the questionnaire utilized in the field survey.

ASSOCIATION OF TEACHING PROFESSIONS

Legislations

10. A.R.E., Legislations, Laws, Regulations ... etc., "Law No. 97 of 1980 Amending Certain Provisions of Law No. 79 of 1969 in Connection with the Association of Teaching Professions", (Al-Qanun Raqm 97 Li-Sanat 1980 Bi-Ta'deel Ba'd Ahkaam Al-Qanun Raqm 79 Li-Sanat 1969 Fi Shaan Niqabat Al-Mihan Al-Ta'leemiyyah), Cairo, Ministry of Education, 1980, 4 pages.

This Law consists of two Articles, the first of which deals with the fees payable to the Association of Teaching Professions for registration and annual subscription, as presently amended, the components of the Association's revenue, the assets comprising the Pensions Fund, the amount of pensions paid to members and the conditions governing the payment of pensions.

The second article provides for the publication of the Law in the Official Gazette and determines its date of implementation.

Regulations

11. A.R.E., Legislations, Laws, Regulations ... etc., "Ministerial Resolution No. 85 Dated September 6, 1980 in Connection with the Amendment of Certain Provisions in Ministerial Resolution No. 194 of 1969 Enacting the Internal Regulation of the Law of the Association of Teaching Professions", (Qaraar Wizari Raqm 85 Bi-Tareekh 9/6/1980 Bi-Shaan Ta'deel Ba'd Ahkaam Al-Qaraar Al-Wizari Raqm 194 Li-Sanat 1969 Bi-Isdaar Al-Layehah Al-Dakhiliyyah Li-Qanun Niqabat Al-Mihan Al-Ta'limiyyah), Cairo, Minister's Cabinet, Ministry of Education, 1980, 7 pages.

This Resolution consists of three articles.

Article 1 introduced new provisions superseding Article 10, 11, 65, 69 and 70 of Ministerial Resolution No. 194 of 1969 to the effect that only members of the Association of Teaching Professions are permitted to engage in the teaching profession. Application procedures for joining the Association were set forth. No remunerations are to be paid to members of the Association for any work performed therefor.

The same Article indicated the sources from which the Association's finances are fed, such as the member's annual subscription fees.

Article 2 constitutes an amendment of Chapter V of Ministerial Resolution No. 194 of 1969 in connection with the establishment of a fund for the grants-in-aid and pensions payable by the Association to its members and to their dependents.

The Article, further, explained the manner in which a supervising committee is established to operate the fund, the powers entrusted with this committee, the rules governing payment of pensions and grants-in-aid and the procedure for applying for a pension or grant.

The third and last article fixes the implementation date of the Resolution and indicates the procedure to be followed in the event any provisions to the contrary are encountered.

BASIC EDUCATION

Cultural Subjects

12. El-Zenati, Salahuddin, "Scopes of Basic Education as Related to School Subjects Contained in Cultural Curricula", (Majalaat Al-Ta'leem Al-Asasi Wa-'Ilaqatuha Bil-Mawaadd Al-Dirasiyyah Lil-Manahej Al-Thaqafiyyah), "Al-Rayed", Teachers' magazine, 25th year, Issue No. 4, (December 1980), pp. 26-27.

As an introduction to his article, the writer said we are now living in an age of knowledge explosion and our contemporary societies are undergoing rapid educational changes, adding that such developments should have a corresponding effect on the teaching methods in order to help pupils act in any situation in life.

Moving to basic education, the writer explained its role in training children to become fully-aware citizens and showed how its various fields may be introduced into the primary and preparatory stages.

After describing how school subjects may be linked to the different scopes of basic education, the writer concentrated on showing how links may be established between basic education and school subjects such as sciences, arithmetics, Arabic and art education.

In conclusion, he stressed the need for giving basic education teachers thorough training on sound academic bases and for designing inexpensive substitute educational instruments.

Guides

13. Youssef, Youssef Khalil, "Guide to Follow-up and Technical Guidance Projected for Basic Education Experimental Schools in the Arab Republic of Egypt", (Daleel Mashrou' Al-Mutaba'ah Wal-Tawjeeh Al-Fanni Li-Madares Tajrubat Al-Ta'leem Al-Asasi Bi-Jumhuriyyat Misr Al-'Arabiyyah), Cairo, National Center for Educational Research, 1980, 26 pages + appendices.

This Guide consists of two parts.

Part 1 is concerned with a general description of the project and the stages through which it had passed.

Part 2 contains an explanation of the follow-up and guidance stage, being a prerequisite for the subsequent stage of evaluation. Here, the concept and aims of follow-up in the stage in question were explained and the areas which inspectors should emphasize during their visits to Educational Directorates and schools were pointed out. Mention is made of the literature which inspectors are required to put at the disposal of headmasters and teachers.

By way of appendix, lists of schools to be visited and models for linking theory to practice in basic education were attached to the Guide.

14. A.R.E., Ministry of Education, "Guide to Basic Education Schools", (Daleel Madrasat Al-Ta'leem Al-Asasi), Cairo, 1980, 92 pages.

Following an introduction on the educational aims sought by Egypt and the reasons why emphasis is laid in the present system of education on school subjects, this Guide to Basic Education Schools underlined the need for reforming and changing the course of education in the country.

Dealing with the experiment of basic education, the Guide described its progress in 1977/78 and 1978/79, indicated the number of schools covered by this experiment and mentioned the requirements for extending the experiment through 1979/80.

A review then followed on mass education, the stages through which scientific and vocational education have passed and the present stage of basic education.

An indication was given of the extent to which basic education was needed in Egypt, followed by a review of the aims, features, educational principles and teaching methods involved in basic education.

After reviewing the curricula established for basic education in the experimental stage, the Guide gave more details on the manner in which fields of study and curricula were selected for the various forms beginning with Form 1 and ending with Form 9.

The Guide, then, dealt with the approach to planning in selecting the different fields of study and curricula and in adopting teaching methods and principles for application in basic education. Extra-curricular activities and their importance to the educational process are also covered in the Guide which explained the teaching methods used in basic education to teach practical subjects such as industry, agriculture and home economics.

Other subjects dealt with in the Guide include the system of evaluation, teaching bodies and the methods by which practical exercises could be linked to cultural subjects.

Circulars communicated to basic education schools are appended to the Guide.

CERTIFICATES AND QUALIFICATIONS

Evaluation

15. A.R.E., Legislations, Laws, Regulations ... etc., "Ministerial Resolution No. 128 Dated November 10, 1980 in Connection with Determining those Qualifications and Certificates which are Subject to the Provisions of Law No. 83 of 1973", (Qaraar Wizari Raqm 128 Bi-Tareekh 11/10/1980 Bi-Shaan Tahdeed Al-Muahhilaat Wal-Shihadaat Allati Tantabiq 'Alaiha Ahkaam Al-Qanun Raqm 83 Li-Sanat 1973), Cairo, Minister's Cabinet, Ministry of Education, 1980, 2 pages.

This Resolution consists of one single article which specifies the bases on which certain qualifications and certificates were made subject to the provisions of Law No. 83 of 1973 which ruled their discontinuation.

These certificates fall into six categories, namely: certificates requiring at least one year of study after a public certificate or diploma obtainable after at least four years of study and preceded by the old primary certificate; certificates requiring five years of study following the old primary certificate or three years after the preparatory certificate of all its kinds; certificates requiring at least five years of study preceded by the old primary certificate; certificates requiring at least five years of study following the Qabul examination contest; certificates requiring three years of study preceded by the preparatory certificate of all its branches and, lastly the certificate granted by the School of Military Clerks.

16. A.R.E., Legislations, Laws, Regulations ... etc., "Ministerial Resolution No. 146 Dated December 2, 1980 in Connection with Adding some Qualifications and Certificates to those Covered by the Provisions of Law No. 83 of 1973", (Qaraar Wizari Raqm 146 Bi-Tareekh 12/2/1980 Bi-Shaan Idafat Ba'd Al-Muahhilaat Wal-Shihadaat Allati Tantabiq 'Alaiha Ahkaam Al-Qanun Raqm 83 Li-Sanat 1973), Cairo, Minister's Cabinet, Ministry of Education, 1980, 3 pages.

This Resolution consists of two articles and is concerned with the qualifications and certificates which were granted in the past, but which have now been discontinued.

Article 1 specifies the certificates which have been discontinued and which are to be added to those covered by Ministerial Resolution No. 128 of 1980 and to be subject to the provisions of Law No. 83 of 1973.

Discontinued certificates and qualifications include the following: certificates requiring one year of study after a public certificate or diploma obtainable after at least four years of study before the primary certificate; certificates requiring at least five years of study following the old primary certificate or three years following the preparatory certificate; certificates requiring at least five years of study following the Qabul examination contest; and certificates requiring three years of study preceeded by the preparatory certificate with all its branches.

Article 2 describes the steps to be taken with regard to those qualifications and certificates whose discontinuation is to take place in a specific year.

CHILD UPBRINGING

17. 'Attiyyah, Amina Mamdouh, "The Normal Child", (Al-Tifl Al-Tabi'i), "Al-Ahram" newspaper, 106th year, Issue No. 34179, (July 11, 1980), p. 19.

At the beginning of her article, the writer stressed the importance for parents to understand the psychological framework which determines the child's conduct eversince his early childhood. She, then, explained the manner in which the child demonstrates his emotions and the factors which enhance the child's fears. Here, she reviewed the causes of the disease of fear among children and described how such fear may be treated. She emphasized that child's fears should not be mocked at and children should be encouraged to talk about their experience. Earnestness, sympathy and a sense of security are vital in the treatment of child's fears, she added.

The writer moved to a discussion of children's anger, related its causes and describing the manner in which

the child demonstrates his anger. She, then, pointed to the proper approach to the treatment of child's anger.

The last problem discussed in the article was children's jealousy. Again, the writer indicated the causes of this problem and the method used in treating it.

CHILDREN'S BOOKS

18. El-Sharuni, Ya'qub, "Children and Books", (Al-Atfaal Wal-Kutub), "Al-Ahram" newspaper, 106th year, Issue No. 34177, (July 9, 1980), p. 7.

After revewing an earlier article in which the State was urged to sponsor and take deep interest in children's reading material, the writer said that leaving children without ary books until school age would adversely affect their future association with books.

The writer then dealt with the phenomenon of disinterestedness in reading which is widespread in Arab societies and made an attempt at explaining its intrinsic causes.

He went on to say that books serve as a preparatory step towards learning how to read and write and towards introducing children to varied experiences acquired from association with books and printed matter during the pre-school period.

Referring to the role of the family and adults in this respect, the writer said that the agencies responsible for information, publication and education should combine their efforts with those of the family in order to provide children with reading material and libraries and to enlighten adults on their fundamental role in developing the habit of reading among children.

19. "Children's Book in Egypt 1928-1978", (Kutub Al-Atfaal fi Misr 1928-1978), "Sahifat Al-Maktabah", (Library Magazine), Vol. 12, Issue No. 3, (October 1980), pp. 30-35.

As an introduction to the subject of children's books in Egypt, the writer reviewed the developments undergone by children's literature in the world since 1481 and described the characteristics distinguishing these books from the late 19th Century and until this day.

He then related the political developments experienced by Egypt since 1922 which resulting in the writing of children's books which were completely divorced from school curricula.

After describing the interest shown in writing books for children over the last twenty years in Egypt, he indicated the impact of such interest on the outside appearance and content of these books, adding that the trend towards translating and adopting books has had the effect of making the Egyptian child feel a stranger in his own environment.

Dealing at length with the problems involved in putting out books for children, the writer recommended the preparation of comprehensive studies on childhood and the Egyptian child, on the language most appropriate for children in the various stages of childhood, on the production of children's books, on the elements which make reading appealing to children, on the academic standards observed in children's books and on the problems involved in the publication of literature designed for children.

CHILDREN'S CULTURE

Conferences

20. "Recommendations and Resolutions of the First General Conference of the Supreme Council of Culture in the Field of Child Culture", (Tawsiyyaat Wa-Qararaat Al-Muaatamar Al-Awwal Lil-Majlis Al-A'la Lil-Thaqafah Fi Majaal Thaqafat Al-Tifl), Cairo, October 4-8, 1980, "Sahifat Al-Maktabah" (Library Magazine), Vol. 12, Issue No. 3, (October 1980), p. 49.

An account is given in this article of the recommendations adopted by the First Conference Dealing with Child Culture

held in Egypt regarding the following: undertaking a study of the cultural situation of the Egyptian child, pursuing the recommendations adopted by the International Child Year, compiling the recommendations of the conferences held during the said International Year, undertaking research on the centers and clubs dealing with child culture, studying the cultural needs of deprived children, studying the non-traditional media employed in children's culture, compiling and recording rural and urban songs of children, organizing an orientation programme for the planners and promoters of child culture, compiling a children's encyclopaedia, establishing a higher institute for child culture, promulgating legislations for the protection of children, increasing the number of radio and TV programmes intended for children and establishing a factory for manufacturing toys enhancing child culture.

21. Second Conference on Children's Culture, Cairo, December 28-30, 1980, "Conference's Activities and Recommendations", (A'maal Wa-Tawsiyyaat Al-Muaatamar), Cairo, Ministry of Education, 1980, 235 pages.

An account is given in this document of the Second Conference on Children's Culture held in Cairo, including the speeches delivered in the inaugurating session, the committees established, the recommendations adopted and the papers read.

An indication was given of the constitution of and recommendations adopted by each of the Conference's following committees: Committee on Religious and Ethical Values, Committee on Children's Books and Newspapers, Committee on Children's Theatre, Songs and Music, Committee on Plastic Arts, Committee on Children's Films and Radio and T.V. Programmes and Committee on Children's Camps and Clubs.

Papers read out at the Conference dealt with children's language, the relation between education and culture, the strategy of child culture, characteristics of childhood, the child's religious education, the child and reading,

children's books, the child's comprehensive library, children's art education, children's clubs and camps, children and the vanguard movement and children's movies, radio, T.V. and theatre.

Planning

22. "Child Culture; Proposed Plan for 1980/81", (Thaqafat Al-Tifl; Khuttah Muqtarahah Li-'Aamm 1980/81), "Sahifat Al-Maktabah", (Library Magazine), Vol. 12, Issue No. 3, (October 1980), pp. 38-48.

- Paper presented to the National Conference on Culture, Cairo, October 4-8, 1980.

After defining the concept of child culture and indicating the requirements in any guided action aimed at conveying culture to the Egyptian child, the paper reviewed the fundamentals of any long or short term planning for child culture and pointed out some planning suggestions contemplated for implementation in 1980/81.

The paper then reviewed the outcome of the studies and conferences dealing with the cultural media for children, specifically the traditional media such as books, magazines, newspapers, the radio, T.V., theatre and cinema and the non-traditional media such as toys and songs. Each of these media was discussed along with the peculiar problems involved in each.

In conclusion, the paper reviewed the bases for developing each cultural medium for children in the year 1980/81 and stressed the need for developing and implementing national programmes for child culture.

CHILDREN'S DRAWINGS

23. 'Adawi, Magdi Farid, "The Literary Content of Children's Stories as Espoused to the Artistic Content of Their Drawings and How This Affects Their Future", (Tazawuj Al-Madmun Al-Adabi Fi Qassass Al-Atfaal Bil-Madmun Al-Fanni Fi Rusumihim Wa-Atharuhu Fi Ghadihim), Cairo, Faculty of Art Education, Helwan University, 1980, 189 pages plus appendices.

- Dissertation submitted to the Faculty of Art Education, Helwan University, Cairo, for obtaining the degree of Ph.D. in Art Education.

The first of the five chapters contained in this dissertation states the problem at hand, indicates the aims sought from this research, introduces the postulates, presumptions and method used in developing it, identifies the terms encountered in the research and reviews earlier writings on related subjects.

Chapter 2 tackles the attitudes of adults in illustrating children's stories and explains the techniques used in the artistic production of these stories and also the aims sought from illustrating reading material intended for children.

The third chapter deals with children and the manner in which they conceive and illustrate stories. An indication is given of the features of children's art and some remarks are made on children's attitudes in drawing.

Chapter 4 is concerned with illustrations of selected stories made by children and to what extent these illustrations are useful and influence the child's artistic development.

The fifth and last chapter contains the results obtained regarding children's acceptability of drawings made by their colleagues and children's comprehension of the contents expressed in such drawings.

In his recommendations, the writer advocated that children's drawings be made use of in illustrating some of the books intended for children.

A list of Arabic and foreign reference books is appended to the dissertation.

Psychological Bases

24. Fahmi, 'Abdul Hadi El-Husseini Mahmoud, "The Psychological Bases for the Phenomenon of Fixedness in Children's Drawings and the Means by Which it May Be Directed in Art Education", (Al-Ussuss Al-Nafsiyyah Li-Zahirat Al-Thubut Fi Rusum Al-Atfaal Wa-Turuq Tawjihiha Fil-Tarbiyah Al-Fanniyyah), Faculty of Art Education, Helwan University, Cairo, 1980, 246 pages.

- Dissertation submitted to the Faculty of Art Education, Helwan University, Cairo for obtaining the degree of Ph.D. in Art Education.

This dissertation consists of seven chapters.

In Chapter 1, the writer stated the problem under discussion, explained his objective from studying it and presented his postulates, defined the scope of his research and identified the terms occasioned in his work.

Chapter 2 contains an explanation of the phenomenon of fixedness in art education while the third chapter makes an attempt to review the previous writings on related subjects.

In his fourth chapter, the writer described the work done on exploring the phenomenon of fixedness, explained the purpose of such work and related the procedure used and the results obtained from this work.

Chapter 5 reviews the first experiment conducted by the writer and explains its aim, steps involved, sample and tools selected and results obtained.

The sixth chapter is concerned with the writer's experimental study, its aim, procedure for selecting the sample and tools and the results obtained.

The seventh and last chapter presents an analysis of the writer's findings as well as a set of recommendations dealing with the teacher and with the substance, aids and facilities involved in the teaching of art.

The dissertation ended with a list of Arabic and foreign books consulted by the writer in the compilation of his work.

CHILDREN'S MUSEUMS

25. 'Abdul Fattah, Camillia, "A Call for the Establishment of a Children's Museum", (Da'wah Li-Inshaa Muthaf Al-Atfaal), Cairo, Academy of Scientific Research and Technology, 1980, 3 pages.

- Paper present to the 1st Symposium on Museums, Cairo, December 1-3, 1980.

After pointing to the impact of the environment on the child and describing the environment's role in communicating knowledge to the child, the author of this paper indicated the importance of museums to children in that they link children to their environment, develop their comprehension, quench their thirst for knowledge and expose them to general culture.

She then reviewed the conditions to be fulfilled in children's museums and described the interesting articles to be displayed therein.

In the opinion of the author, children's museums educate children on exercising solidarity and fraternity, keeping away from fanaticism, interacting with the environment and developing their abilities and desires to work and accomplish.

She stressed the need for training the child on frequenting museums as from the age of five and underlined the parents' role in arranging such regular visits for their children.

In conclusion, she described the school's function in developing the child's awareness of and interest in museums, describing as well the measures to be taken by school following each visit to museums by pupils.

26. El-Nahhas, Mahmoud 'Abdu Khalil, "Project for the Establishment of Child's Museum", (Mashrou' Inshaa Muthaf Al-Tifl), Cairo, Academy of Scientific Research and Technology, 1980, 6 pages.

- Paper presented at the First Symposium on Museums, Cairo, December 1-3, 1980.

Starting off his paper, the author stated that in the teaching of children, illiterates and the handicapped, all five senses must be utilized in the process.

Talking on child's museum, he indicated its significance as a demonstrative medium and cited some representative items which should be displayed for the benefit of children before six years of age and between the age of 6 and 12.

He concluded by describing the aims of museums designed for pupils in the preparatory stage and their functions both as an attraction and as an educational medium.

CHILDREN'S READINGS

27. El-Sharuni, Ya'qub, "Child and Reading", (Al-Tifl Wal-Qiraah), "Sahifat Al-Maktabah", (Library Magazine), Vol. 12, Issue No. 3, (October 1980), pp. 25-29.

After stressing the importance of reading, the writer dealt with the indespread phenomenon of disinterestedness in reading among the adult in Arab societies, saying that one of the main causes of such phenomenon is lack of reading material among children.

He went on to underline the need for mobilizing every effort in order to provide reading material and libraries for children and to enlighten elderly people on their responsibility towards developing the reading habit among children.

The writer then described the specifications of any books addressed to children, whether in their early childhood or

in mid or late childhood. He, further, indicated the importance of the environment in which the child grows up, pointing to its role in developing the reading habit among children.

After describing the different methods used in dealing with children, he said that the development of children's ability to comprehend what they read depends on selecting the most appropriate method.

In conclusion, he described the proper approach to children who, during the pre-reading stage, were denied the experience necessary for getting their reading habit in motion.

CIVIL SERVANTS

Additional Functions

28. A.R.E., Legislations, Laws, Regulations ... etc., "Ministerial Resolution No. 159 Dated December 30, 1980 in Connection with Authorizing Occupants of Supervisory and other Technical Jobs to Perform Teaching Tasks", (Qaraar Wizari Raqm 159 Bi-Tareekh 12/30/1980 Bi-Shaan Al-Tarkhees Li-Shaghilii Al-Wazayef Al-Ishraafiyyah Wal-Wazayef Al-Ukhra Bil-Qiyaam Bi-A'maal Al-Tadrees), Cairo, Minister's Cabinet, Ministry of Education, 1980, 1 page.

This Resolution, which consists of only one article, authorizes occupants of supervisory and technical jobs to perform the task of teaching in schools under certain conditions as are elaborated in Resolution No. 155 of 1980.

The Resolution also explains the regulations governing payment of compensations to such personnel within the maximum monthly limits prescribed for the different stages of education (i.e. secondary and equivalent, preparatory and primary).

Incentives - Legislations

29. A.R.E., Legislations, Laws, Regulations ... etc., "Ministerial Resolution No. 150 Dated December 23, 1980 in Connection with the Establishment of Incentives to Meet the Burdens of Certain Jobs", (Qaraar Wizari Raqm 150 Bi-Tareekh 12/23/1980 Bi-Shaan Taqreer Hawafiz Muqabil A'baa Ba'd Al-Wazayif), Cairo, Minister's Cabinet, Ministry of Education, 1980, 2 pages.

This Resolution, which consists of 3 articles, deals with the incentives payable in respect of certain jobs within the Ministry of Education to categories of personnel, such as principals, headmasters, deputy headmasters, senior teachers and teachers. The manner in which these incentives are paid and the procedure to be followed in the event an incentive recepient is seconded or transferred to another job are prescribed.

Jobs in respect of which incentives are paid include administrative and teaching posts in general secondary schools and equivalent, primary and preparatory schools, teacher training colleges and technical schools following the 5-year system.

The amount of the incentive payable in each case is stated in the Resolution.

The last article of the Resolution provides for its publication in the Official Gazette and specifies its effective date.

Promotions - Legislations

30. A.R.E., Legislations, Laws, Regulations ... etc., "Circular No. 124 Dated December 14, 1980 in Connection with Compliance with the Regulations Governing Promotion of Civil Servants", (Nashrah 'Aammah Raqm 124 Bi-Tareekh 12/14/1980 Bi-Shaan Al-Iltizaam Bil-Qararaat Al-Munazzimah Lil-Tarqiyaat), Cairo, Cabinet of the Deputy Minister, Ministry of Education, 1980, 1 page.

After reviewing the comments made following an examination of the projected appointments to higher jobs communicated by the respective Educational Directorates to the Ministry of Education, the Circular urged a re-consideration of these projects with the aim of ensuring a fair and proper basis for appointment to higher jobs. It underlined the need for compliance with Ministerial Resolutions Nos. 25 and 50 of 1980 in connection with job scales, adding that such scales should by no means be overlooked.

In conclusion, the Circular explained that compliance with these Resolutions would ensure that promotions in all Governorates are conducted on fair and proper bases.

Retirement - Measures - Legislations

31. A.R.E., Legislations, Laws, Regulations ... etc., "Circular No. 72 of September 9, 1980 in Connection with the Regulations Governing acceptance of Retirement Applications Field in Accordance with the Rules Facilitating Early Retirement", (Nashrah 'Aammah Raqm 72 Bi-Tareekh 9/9/1980 Bi-Shaan Tanzeem Ijraaat Qabul Talabaat I'tizaal Al-Khidmah Tibqan Li-Qawaa'id Al-Tayseer), Cairo, Cabinet of the Deputy Minister, Ministry of Education, 1980, 2 pages.

This Circular is concerned with the early retirement of the Ministry of Education's personnel and the treatment given to applications for retirement received from the different categories of employees.

Following a review of the Republican Resolutions authorizing Cabinet Ministers and their equals to pension off civil servants, the Circular explained the role of the Educational Directorates in deciding on retirement applications received from employees in accordance with the Law of Local Government No. 43 of 1979.

The Circular specified categories of employees whose retirement is determined solely by the Minister of Education.

Other details concerning the processing of retirement applications and the documentation of such applications by the Personnel Department are covered by the Circular.

Study Leaves - Legislations

32. A.R.E., Legislations, Laws, Regulations ... etc., "Circular No. 81 of September 21, 1980 in Connection with the Delegation of Certain Authorities Concerning the Granting of Scholarships to Directorates of Education in Governorates", (Nashrat 'Aammat Raqm 81 Bi-Tareekh 21/9/1980 Bi-Shaan Nagl Ba'd Sultat Manh Al-Ijazaat Al-Dirasiyyah Ila Al-Mudiriyyaat Al-Ta'leemiyyah Bil-Muhafazaat), Cairo, Cabinet of the Deputy Minister, Ministry of Education, 1980, 5 Pages,

By way of introduction, this Circular reviewed the provisions of Law No. 112 of 1959 as successively amended by Laws Nos. 6 of 1961 and 93 of 1964 which govern educational missions, leaves for post-graduate studies and scholarships and reviewed, further, the powers vested in each Governor by Law No. 43 of 1979 in granting leaves for post-graduate work to employees in sectors falling within his jurisdiction.

The Circular explained the conditions to be fulfilled in granting such leaves at the employee's own request and the procedure to be followed in granting leaves to employees in Educational Directorates and Administrations who wish to pursue B.A. and Licence studies.

Furthermore, the Circular described the procedures to be followed in granting leaves to students in Egyptian faculties and institutes and in the cancellation of any such leaves.

In conclusion, the Circular indicated the role of the Ministry of Education's Committee for Educational Leaves and outlined the cases to be brought to its attention.

COMMERCIAL SCHOOLS

Syllabuses - Revision - Legislations

33. A.R.E., Legislations, Laws, Regulations ... etc., "Ministerial Resolution No. 99 Dated September 27, 1980 in Connection with the Revision of the Syllabus of Commercial, Technical Experimental Schools, Social Insurance Majors", (Qaraar Wizari Raqm 99 Bi-Tareekh 9/27, 1980 Fi Shaan Ta'deel Khuttat Al-Dirasah Bil-Madares Al-Tajreebiyyah Al-Fanniyyah Al-Tijariyyah, Takhassuss Taameenaat Ijtima'iyyah), Cairo, Minister's Cabinet, Ministry of Education, 1980, 1 page.

This Resolution consists of three articles.

Article 1 specifies the new school subjects which shall be added in the syllabus of the fifth year in commercial experimental schools and the relevant periods assigned for such subjects.

The same Article specifies the subjects which shall be eliminated from the school syllabus in respect of the same class.

Article 2 is concerned with the academic year in which the new changes become effective.

The third and last article provides for the publication of the Resolution in the Official Gazette and its subsequent implementation.

COMMITTEES

Constitution - Legislations

34. A.R.E., Legislations, Laws, Regulations ... etc., "Ministerial Resolution No. 92 Dated September 13, 1980 in Connection with the Constitution of the Principal Committee for the Development and Modernization of Education", (Qaraar Wizari Raqm 92 Bi-Tareekh 9/13/1980 Bi-Shaan Tashkeel Al-Lajnah Al-Raaiysiyyah Li-Tatweer Wa-Tahdeeth Al-Ta'leem), Cairo, Minister's Cabinet, Ministry of Education, 1980, 3 pages.

The first of the three articles comprising this Resolution describes the manner in which the Principal Committee for the Development and Modernization of Education is constituted and lists its members who are selected from among political and popular organizations, trade unions, research centers, ministries, public figures and the Ministry of Education.

Article 2 states the function and role of this Committee in directing the work of sub-committees.

The third article provides for the publication of this Resolution and states the date of its coming into force.

Formation - Legislations

35. A.R.E., Legislations, Laws, Regulations ... etc., "Ministerial Resolution No. 102 Dated October 1, 1980 in Connection with the Technical Secretariat Supervising the Principal Programmes for the Development and Modernization of Education", (Qaraar Wizari Raqm 102 Bi-Tareekh 10/1/1980 Bi-Shaan Al-Amanah Al-Fanniyyah Al-Mushrifah 'Ala Al-Baramej Al-Raaiysiyyah Li-Tatweer Wa-Tahdeeth Al-Ta'leem), Cairo, Minister's Cabinet, Ministry of Education, 1980, 4 pages.

This Resolution consists of four articles.

The first article describes the manner in which the technical secretariat supervising the programmes of developing and modernizing education is constituted and gives the names of the Chairman and the rapporteurs of the 16 principal programmes involved.

Article 2 determines the duties of the rapporteurs of the principal programmes in naming working committees. The bases for setting up such committees are set forth.

The third article mentions the matters to be brought up in the monthly meeting held by the technical secretariat.

The fourth article is concerned with the implementation of the Resolution and its effective date.

CULTURAL ACTIVITIES

36. El-Shaal, Mahmoud El-Nabawi, "Realization of the Appropriate Fields for an Integral Cultural Activity in School", (Tahqeeq Al-Majalaat Al-Mulaaimah Lil-Nashaat Al-Thaqafi Al-Mutakamel Bil-Madrasah), "Al-Rayed", Teachers' magazine, 25th year, Issue No. 4, (December 1980), pp. 28-31.

Starting his article, the writer indicated the importance of the school as a center for culture and general knowledge and also liberal arts.

Presenting his views on curricula, he said that any educational syllabli should emphasize all kinds of cultural activities.

Moving to teaching based on established curricula as distinct from teaching based on many-sided cultural activities, the writer indicated the manner in which cultural activities may materialize in the form of physical education, plastic and applied arts, acting, music, singing, sciences, mathematics, literature, civics, home economics, medical care and nursing.

In conclusion, the writer showed the importance of establishing well-equipped schools capable of realizing the much-needed cultural activities.

DEPUTY MINISTERS

Competences - Legislations

37. A.R.E., Legislations, Laws, Regulations ... etc., "Ministerial Resolution No. 515 Dated July 9, 1980 in Connection with Delegating Certain of the Powers Authorized to the Minister to the Deputy Minister of State for Education and Scientific Research", (Qaraar Wizari Raqm 515 Bi-Tareekh 7/9/1980 Bi-Shaan Tafweed Al-Sayyed Nayeb Wazir Al-Dawlah Lil-Ta'leem Wal-Bahth Al-'Ilmi Fi Mubasharat Ba'd Al-Ikhtisasaat Al-Mukhawwalah Lil-Wazir), Cairo, Ministry of Education and Scientific Research (Sector of Higher Education), 1980, 1 page.

This Resolution consists of three articles.

Article 1 enumerates the powers originally vested in the Minister of Education and now delegated to the Deputy Minister of State for Education and Scientific Research. These powers include the issuance of resolutions approving the travel of Faculty and Ministry personnel and the performance of all matters dealing with cultural relations, scholarships and financial and administrative affairs.

The second and third articles respectively deal with the Resolution's effective date and the bodies required to comply therewith.

EDUCATION

Development

38. Zahran, Yahya 'Ali, "Development: Municipalities vs. Universities", (Al-Tanmiyah Bayn Al-Mahalliyyaat Wal-Jami'aat), "Al-Akhbar" newspaper, 29th year, Issue No. 8753, (July 2, 1980), p. 5.

After explaining what is meant by development, the writer specified the respective roles played by local government agencies, directorates of agriculture and directorates of services (health, education and social welfare) in serving the cause of local development.

He then reviewed his own conception on the possibility of establishing collaboration between faculties of agriculture in provinces and the various provincial agencies concerned with the cause of agricultural development for the benefit of the local populace.

In explaining the manner in which his concept may be realized, the writer dealt with the local colour of the research undertaken by faculties, participation by faculties in local agricultural training and establishment of a link between education in the faculty and the problems of rural and agricultural development with all their socio-economic proportions.

In conclusion, the writer said that the plan conceived by him would result in rationalizing support activities in local regions and in expanding the scope of research to embrace the cause of rural development.

39. El-Sebaei, Labib, "The Minister of Education Accords a Comprehensive Interview to Al-Ahram Al-Iqtisadi", (Wazeer Al-Ta'leem Fi Hadeeth Shamel Lil-Ahram Al-Iqtisadi), "Al-Ahram Al-Iqtisadi" magazine, Issue No. 624, (December 29, 1980), pp. 40-41.

In a comprehensive interview accorded to the correspondent, the Minister of Education indicated the measures taken by the Ministry to link education to productive work as a result of which admission in the secondary stage was restricted and the formula of basic education was adopted.

The Minister went on to explain the role of technical institutes (requiring two years of study beyond the general secondary certificate) in providing the technicians called for in many areas of specialization, adding that several ministries are involved in the establishment of these institutes and mentioning some of the problems from which they are suffering.

Talking on admission in universities, the Minister said that pursuant to a policy formulated by the Supreme Council of Universities in collaboration with production sectors, a correlation was established between admission and the sectors of production and services.

In the opinion of the Minister of Education, university professors and faculty have a duty in finding, through research, solutions for the problems of development in the society and for helping production and services sectors.

Concluding his interview, the Minister dealt with the State's role in allocating budgets for supporting any research aimed at resolving the society's problems and for backing faculty's activities.

40. A.R.E., Ministry of Education, "Development and Modernization of Education in Egypt; Policy, Plans and Programmes of Realization", (Tatweer Wa-Tahdeeth Al-Ta'leem Fi Misr; Siyasatuhu, Wa-Khutatuhu Wa-Baramij Tahqiqihi), Cairo, 1980, 56 pages.

This document consists of a working paper on the development and modernization of education in Egypt.

Following an introduction by the Minister of Education on the subjects covered by the working paper, the text was given in three chapters.

Chapter 1 deals with the fundamentals of the general policy of education in Egypt, with special emphasis on the basic characteristics of the Egyptian society, the general trends in developing and modernizing education and the basic principles behind the movement of educational development and modernization.

The second chapter is concerned with the strategy involved in realizing the new educational policy.

Chapter 3 deals with the plans and programmes formulated for the development and modernization of education, the general features and bases for the proposed plans, the programmes contemplated for developing education, particularly the infrastructure and content of education, the programmes for developing educational care and evaluation systems, the programmes devised for teacher training, for buildings, equipment and educational aids and, lastly, the programmes for developing educational administration, data systems and research.

The working paper ended with an indication of the approach for realizing all conceived programmes.

41. A.R.E., Ministry of Education, "Development and Modernization of Education in Egypt; Policy, Plans and Programmes of Realization; Summary of Views and Suggestions Made by the Organizations which Discussed the Working Paper on the Development and Modernization of Education in Egypt", (Tatweer Wa-Tahdeeth Al-Ta'leem Fi Misr; Siyasatuhu Wa-Khutatuhu Wa-Baramij Tahqiqihi; Moujaz Li-Aaraa Wa-Muqtarahaat Al-Jihaat Allati Naqashat Waraqat Al-'Amal Hawla Tatweer Wa-Tahdeeth Al-Ta'leem Fi Misr), Cairo, 1980, 14 pages.

The introduction to this document reviewed the organizations which took part in discussing the working paper on the development and modernization of education in Egypt and made suggestions and comments on the subjects discussed.

A concise review of the opinions voiced followed.

The different views expressed were classified into three categories. The first category dealt with views on the philosophy, aims and principles of education. The second dealt with the educational infrastructure and educational ladder, with an indication of how the ladder could be improved in the compulsory and secondary stages.

The third category dealt with educational inputs such as teacher training and development, curricula, text books, educational aids and equipment, school buildings, health care for pupils, evaluation systems, school administration and, lastly, educational funding.

Museums Role Therein

42. Basta, Munir, "The Cultural and Informative Role of Museums", (Al-Dawr Al-Thaqafi Wal-I'laami Lil-Matahef), Academy of Scientific Research and Technology, 1980, 9 pages.

- Paper presented to the First Symposium on Museums, Cairo, December 1-3, 1980.

After defining culture, cultivation, education and learning, the writer explained the function of archeological museums in enlightening visitors on the history of Egypt across ages and in making the public culturally aware of the civilizations of their ancestors.

Moving to the different museums in Egypt, the writer said there are specialized museums, such as the geological and scientific museums which popularize knowledge to the layman, and other museums of a general appeal, such as the postal museum, the zoo (which is a living museum), the

railway museum and the different museums of art, all of which help in enlightening those who frequent them.

After indicating that mass media have a duty towards the public and, as such, should generate public interest in museums, the writer said that the educational policy in schools and universities should be directed towards creating a sense of appreciation of arts.

Policy

43. Radwan, Mohamed Mahmoud, "Employment of Graduates and the Educational Policy", (Tashgheel Al-Khirrijeen Wa-Siyasat Al-Ta'leem), "Al-Rayed", Teachers' magazine, 25th year, Issue No. 2 & 3, (June and September 1980), pp. 2-3.

At the beginning of his article, the writer said that the problem of university graduates is an economic, social and educational problem.

After indicating the correlation between the system of admission in universities and the educational policy, he reviewed the factors which influence admission and explained the impact of social pressures on the present system of admission in universities, resulting in the enrollment of large numbers of students who are not ready for university education.

The writer then explained how this system adversely affects university education and results in an increased number of failures and dropouts among university students.

Moving to the State's policy of providing employment for all university graduates, irrespective of their records, through the Ministry of Manpower, he said that this policy has added to the deterioration of graduates' academic standard.

Concluding his article, the writer called for a re-consideration of the policy of admission in universities

and in the criteria for failure and repetition, stressing the need to commence reform during the secondary education stage and to expand in establishing specialized institutes and training centers.

Society

44. Sadiq, Mohamed El-Husseini, "The Role of Education vis-a-vis the Social and Cultural Change", (Dawr Al-Tarbiyah Izaa Al-Taghayyur Al-Ijtima'i Wal-Hadari), "Al-Rayed", Teachers' magazine, 25th year, Issue No. 2 and 3 (June and September 1980), pp. 48-49.

As an introduction to his article, the writer indicated the correlation between education and social and cultural change and mentioned the responsibilities borne by education vis-a-vis the society's revolutionary transformation.

He then described the steps involved in making room in the present curricula, say of mathematics for example, for studying social problems.

Any developed educational work should, in the opinion of the writer, figure out three elements, namely: school subjects, the manner in which teachers handle school subjects and the pupils approach to these subjects.

The writer indicated the proper cultural approaches which make education capable of assisting people in taking the right steps and decisions.

In conclusion, he explained the role of the school in general and in enabling pupils to interact with their community.

45. El-Safti, Madiha Mohamed Mohamed, "The Relation Between Education and Social and Professional Mobility", (Al-'Ilaqah Bayn Al-Ta'leem Wal-Hiraak Al-Mehni Al-Ijtima'i), Faculty of Arts, 'Ain Shams University, Cairo, 1980, 424 pages + appendices.

- Dissertation submitted to the Faculty of Arts, 'Ain Shams University for obtaining the degree of Ph.D. in Arts.

This dissertation comprises four parts subdivided into 13 chapters.

Part 1, which comprises the first two chapters, deals with the theoretical framework of the research, the sociological interpretation of social differentiations and the aims, procedures, postulates and sample involved in the research.

The second part, which consists of Chapters 3 to 6, deals with education in the Egyptian society and how it relates to social structure. A historical account is given of the development of the system of education from its beginnings till the post-1965 era, with special emphasis on the relation between education and social structure in Egypt.

Part 3, which encompasses Chapters 7 to 11, is devoted to the field survey conducted by the writer. After explaining the steps involved in carrying out the survey and stating the writer's aims, postulates and procedures in selecting the sample and tools, a review was given of the results transpiring from this study, dealing with the socio-economic characteristics of doctors, engineers and teachers and their dependents and with the attitudes of the same categories of professionals towards their respective professions.

The fourth and last part, which consists of Chapters 12 and 13, is devoted to the writer's comments on and discussion of the results obtained and to the recommendations and suggestions put forward by her. Here, she advocated expansion of the literacy programmes and the system of one single class schools, provision of education for all, supplying pupils with a daily meal, legalizing private tutoring and improving teachers' conditions academically and financially.

The dissertation ended with a list of Arabic and foreign reference books and copy of the questionnaire form used in the field survey.

Trends and Features

46. A.R.E., National Center for Educational Research, "Trends and Features of Future Education", (Ittijahaat Wa-Malameh Ta'leem Al-Ghadd), Cairo, 1980, 14 pages.

This document consists of six parts.

Part 1 deals with the philosophy and general aims of education in Egypt. It indicates the factors which determine the philosophy and aims of education, the fundamental principles on which the philosophy of education would be based in the future phase and the general aims of education in Egypt, whether as to the individual or as to the society.

The second part deals with the general structure of formal education in the pre-basic education stage, in the basic education stage and in the stages of general and technical secondary education.

Part 3 is concerned with informal education.

Inputs of education, with emphasis on teachers, curricula and text books, are dealt with in Part 4.

The fifth and sixth parts deal with educational administration and the financing of education in the future.

EDUCATIONAL ADMINISTRATION

Legislations

47. A.R.E., Legislations, Laws, Regulations ... etc., "Ministerial Resolution No. 162 Dated December 31, 1980 in Connection with the Establishment of Offices for the Rendition of Services to Citizens at the Ministry's Premises and at the Educational Directorates", (Qaraar Wizari Raqm 162 Bi-Tareekh 12/31/1980 Bi-Shaan Inshaa Makateb Khedmat Al-Muwatineen Bi-Diwaan Al-Wizarah Wal-Mudiriyyaat Al-Ta'leemiyyah), Cairo, Minister's Cabinet, Ministry of Education, 1980, 2 pages.

The purport of this Resolution, which consists of four articles is to establish within the premises of the Ministry of Education and in each of the Educational Directorates and Administrations in the different Governorates offices whose main function is to serve citizens through conveying their requests and desires to the competent authorities in the Ministry of Education.

The pertinent articles determine the affiliation of these offices, describe their terms of reference and indicate the financial treatment of their staff.

The last article provides for the publication of the Resolution in the Official Gazette and its subsequent implementation.

EDUCATIONAL AIDS

Museums

48. 'Abdul Kafi, Mohamed Farouk, "How Can Museums Perform Their Role in Education and Culture?", (Kayfa Tuhaqqiq Al-Mataahef Dawraha Fil-Ta'leem Wal-Thaqafah?), Cairo, Academy of Scientific Research and Technology, 1980, 4 pages.

- Paper presented at the First Symposium on Museums, Cairo, December 1-3, 1980.

Following an introduction on the significant role of museums in education and culture, the author of this paper dealt with the phenomenon of the Egyptian family's lack of interest in spending holidays outdoors and underlined the State's duty in encouraging citizens to frequent museums and to render their visits ones of education and culture rather than ones of mere entertainment and amusement.

After reviewing the aspects of inadequacy in school trips as they now stand, he indicated the task assumed by the school throughout all stages of education in directing children towards benefitting from visits to museums and other picnics. He also explained the role of museums'

administrative and supervision bodies, mass media and the National Museums Committee of the Academy of Scientific Research and Technology in seeing to it that visits to museums serve their cultural and educational purposes.

In conclusion, the author expressed hope that the papers and research presented in the Symposium would be transformed into action and practical programmes.

49. Sayyed, Fath El-Bab 'Abdul-Halim, "Museum's Role in Education", (Dawr Al-Muthaf Fil-Ta'leem), Cairo, Academy of Scientific Research and Technology, 1980, 6 pages.

- Paper presented to the First Symposium on Museums, Cairo, December 1-3, 1980.

After explaining the difference between a library and a museum, the writer said that use of senses is important to anyone frequenting a museum.

The writer then explained the educational role of museums, saying that museums should be established in every Governorate and reproductions should be exchanged between the different museums. In the case of school boys, education through sight seeing is of vital importance in their academic accomplishment. Such could be achieved through visiting museums.

Museums, he added, could be used as a valuable means of education, provided museum superintendents are trained on communication with the public and on educational psychology. Their role should be complementary to that of a teacher and an educator in school.

In conclusion, the writer called for setting up a children's corner in each museum in order to generate and arrest children's interest in museums.

50. 'Allam, Gamal 'Abdul 'Azim, "The Cultural and Informative Role of Museums as it Relates to Work with Children and Youth", (Al-Dawr Al-Thaqafi Wal-I'laami Lil-Matahef Wa-Irtibatuhu Bil-'Amal Ma' Al-Tufulah Wal-Shabaab), Cairo, Academy of Scientific Research and Technology, 1980, 11 pages.

- Paper presented to the First Symposium on Museums, Cairo, December 1-3, 1980.

The paper began with an introduction on the role of museums in developing and promoting interest in academic work and in generating interest on the part of children and youth in the articles displayed by them.

It also reviewed the approaches contemplated by the Supreme Council of Youth in its plan and indicated how these approaches relate to the museums and to their cultural and informative function.

The paper then indicated the programmes and scopes of working with vanguards and youth with the aims of improving conduct, adherence to ethical and religious values and engagement in social, cultural, artistics and athletic fields.

After describing the function of museums in some foreign countries, the paper said that extra-curricular activities should be directed towards organizing exhibitions and school museums.

In conclusion, the paper advanced a set of recommendations calling for putting out an informative guide to museums, assigning officials at museums to explain their contents in a simplified manner and organizing training sessions for enlightening vanguards on the cultural and informative role of museums.

Museums - Functions

51. Suweiha, Fawzi, "Museum's Role in Education", (Dawr Al-Matahef Fil-Ta'leem), Cairo, Academy of Scientific Research and Technology, 1980, 3 pages.

- Paper presented to the First Symposium on Museums, Cairo, December 1-3, 1980.

Following an introduction on the importance of museums and their role both as entertainment and recreational institutions and as educational and cultural establishments, the writer stressed the need for engaging the services of specialists in museum art and experts in psychology and education in organizing museums so that they would cater for the desires of all categories of visitors.

According to the writer, categories of visitors consist of casual visitors, slow and studious visitors and a medium category in between. He described the characteristics of each of them.

In conclusion, he highlighted the catalogs and guide-books issued by museums and their specialized sections and urged visitors to read them thoroughly. He also pointed to the need for making good use of the facilities available in museums, such as libraries, authoritative guides, code numbers, recorders, cinema screens and closed circuit T.V. for the benefit of visitors.

52. Bukhari, Sayyed Ahmed, "Museum's Educational Role", (Al-Dawr Al-Ta'leemi Lil-Matahef), Cairo, Academy of Scientific Research and Technology, 1980, 4 pages.

- Paper presented to the First Symposium on Museums, Cairo, December 1-3, 1980.

At the beginning of his paper, the writer dealt with museums as educational institutions and drew a comparison between museums, as such, and educational institutes in each educational stage.

Dealing with the students who frequent museums, the writer said that museums offer their services to two groups of them: young pupils and adults. Each type of students require a particular service and a different kind of museum guides.

Moving to museums, he indicated the manner in which they could be made attractive and underscored the vital relationship between them and the different media of information.

In conclusion, he said that provincial universities should play a role in establishing educational museums in their respective zones. The Ministry of Education and Educational Directorates could assist in this respect and also in producing documentary films for the benefit of school children.

53. El-Husseini, Mohamed Nabil, "The Educational and Cultural Role of Museums", (Al-Dawr Al-Ta'leemi Wal-Thaqafi Lil-Matahef), Cairo, Academy of Scientific Research and Technology, 1980, 11 pages.

- Paper presented to the First Symposium on Museums, Cairo, December 1-3, 1980.

Following an introduction in which the writer described the role of museums in the lives of the different people, he indicated the interest shown by the different states in their national museums, described their function in the culture and education of the individuals and showed how such function is closely connected with the museum's planning and organization.

Dealing with the educational influence of museums, he added that channels should be created between the museums themselves and the public frequenting them.

In the opinion of the writer, museums should exert every effort in order to perform their educational and cultural mission, principally: undertaking an information campaign to solicit the public's interest in the museums, creating societies of museum friends, creating special wings in the museums where children are permitted to touch displayed articles and imitations of some treasured articles.

In conclusion, the writer displayed a set of pictures obtained from some world-renowned museums.

EDUCATIONAL BIBLIOGRAPHY

Ph.D. and M.A. Dissertations - Social Service

54. A.R.E., Supreme Council of Youth and Sports, Youth Agency, "Documented Research on Ph.D. and M.A. Dissertations Dealing with the Social Field", (Al-Bahth Al-Tawthiqi Li-Rasaail Al-Dukturah Wal-Majestair Fil-Majaal Al-Ijtimaa'i), 1971-1979, Cairo, 1980, 516 pages + an appendix.

Following an introduction on the importance of Ph.D. and M.A. dissertations passed by universities and on the usefulness of listing, analysing and indexing these dissertations, the document proposed to compile a complete list of the dissertations submitted to the Faculty of Social Services of Helwan University between 1971 and 1979 and to analyse briefly each thesis.

Names of the committee set up to compile this document are given, followed by a brief statement on the purpose of this compilation and the method used in arranging its material.

After analysing the subjects covered by the dissertations to discern the general trend of thought underlying them, the document listed all dissertations under the following headings: organization of the society, services to the community, women, family and childhood, medical fields, labour fields, social development, scholastic social service, social planning, youth and juveniles.

Then followed concise summaries of the dissertations classified according to the foregoing headings. Summaries indicate the aim, scope, development and results and recommendations of each dissertation.

Appended to the document is an index of all dissertations covered in the document, giving the title of each, the name of its author and adviser and the year in which the dissertation was presented. The chronological order was followed in the preparation of this index.

EDUCATIONAL CONFERENCES

55. "Recommendations of the National Democratic Party's Committee on Education and Scientific Research", (Tawsiyaat Lajnat Al-Ta'leem Wal-Bahth Al-'Ilmi Bil-Hizb Al-Watani Al-Democrati), "Al-Rayed", Teachers' magazine, 25th year, Issue No. 4, (December 1980), pp. 38-39.

An outline is given in this article of the recommendations adopted by the Ruling Party's Committee on Education and Scientific Research.

These recommendations fall into four parts.

Part 1 is concerned with the pre-university stage. Emphasis in the recommendations is placed on reforming and modernizing education, providing facilities for child upbringing during the pre-schooling age, extension of compulsory education to nine years, developing secondary education, providing adequate care for handicapped pupils, unifying teacher training sources and developing teacher training programmes.

Recommendations contained in Part 2 deal with higher education and scholarships. They called for promoting technical institutes requiring two years of education, encouraging graduates of technical institutes to proceed with their studies and formulating a national plan for sending candidates on scholarship.

Part 3 is concerned with the recommendations dealing with university education, which advocate independence of universities, bolstering of university education and extending proper care to student welfare.

The fourth and last part deals with scientific research. Relevant recommendations call for the utilization of science and technology to serve the socio-economic plan, the consolidation of the basic structure of science and technology in Egypt and the promotion of general scientific culture among the people.

Recommendations

56. Fourth Conference on Egypt in the Year 2000, Cairo, December 27-30, 1980, "Conference's Recommendations", (Tawsiyyaat Al-Muatamar), Summary of papers presented to Conference and names of participants, Edited by Salah Jalal, Cairo, Al-Ahram Commercial Printshop, 1980, pp. 41-46.

Recommendations adopted by the Fourth Conference on Egypt in the Year 2000 fall into three categories.

The first category consists of recommendations of a general nature which call for giving priority to rural integrative development, accelerating development processes, adoption of modern scientific principles and techniques and consolidation of state, individual and popular efforts in fighting illiteracy.

The second category deals with the field of scientific research and calls for studying the role of science and technology in development, expanding guided research, exchanging experience and know-how with other countries and compiling and documenting studies and research.

The third category deals with human development and education. These call for directing youth's energy towards the development of villages, participation by university teaching bodies in developing Egyptian villages and spreading general knowledge culture among the rural population.

EXAMINATIONS

Calligraphy Diplomas - Legislations

57. A.R.E., Legislations, Laws, Regulations ... etc., "Ministerial Resolution No. 131 Dated November 15, 1980 in Connection with the Holding of 2-Session Examinations for Diplomas in Arabic Calligraphy and the Specialized Field of Gilded Calligraphy", (Qaraar Wizari Raqm 131 Bi-Tareekh 11/15/1980 Bi-Shaan 'Aqd Imtihaan Diplom Al-Khatt Al-'Arabi Wa-Diplom Al-Takhassuss Fil-Khatt Wal-Tazheeb Min Dawrain), Cairo, Minister's Cabinet, 1980, 1 page.

This Resolution, which consists of five articles, deals with the system of examination applicable to students of Arabic calligraphy and of gilded Arabic calligraphy and with the compensations payable to examiners, discipline officers, supervisors and members of examination committees in both sessions.

The last article in the Resolution specifies the academic year in which this new system goes into effect.

Organization - Legislations

58. A.R.E., Legislations, Laws, Regulations ... etc., "Circular No. 112 Dated November 15, 1980 in Connection with the Drawing up of Examination Questions for Public Examinations", (Nashrah 'Aammah Raqm 112 Bi-Tareekh 11/15/1980 Bi-Shaan Wad' Asiylat Al-Imtihanaat Al-'Aammah), Cairo, Directorate-General for Examinations, Ministry of Education, 1980, 6 pages.

Following an introduction on the absolute necessity of surrounding all steps involved in the drawing up of examination questions with utmost secrecy and discipline, the Circular related the conditions to be fulfilled in the committees established for drawing up examination questions and in the candidates selected for these committees from among the teaching bodies of universities and higher institutes and centers of scientific research.

The Circular then described the responsibilities of the committees entrusted with the drawing up of questions for public examinations and reviewed the steps involved in the printing of question sheets in the secret printshop of the Ministry and in depositing these sheets in sealed envelopes.

In conclusion, the Circular reviewed some general rules dealing with the compensations payable to members of examination drawing committees, with the printing of the question sheets and with the timetable observed in the printing procedure.

FACULTIES AND UNIVERSITIES

Duties

59. Mahfouz, Naguib, "Universities and the Responsibility of (Literary) Criticism", (Al-Jami'aat Wa-Massouliyyat Al-Naqd), "Al-Ahram" newspaper, 106th year, Issue No. 34183, (July 15, 1980), p. 11.

After explaining that literary criticism is what he had in mind, the writer defined the critic's responsibility and gave a quick account of literary criticism in the 1940's only to conclude that it had, since, suffered deterioration.

Moving to the types and trends of literary criticism prevailing in the 1950's and 1960's, he indicated that the principal focus in those two decades was on the leading literary figures. He showed how this trend of criticism affected the country's cultural heritage.

Turning to the 1967 setback, the writer showed how it influenced the movement of literary criticism and called upon universities to assume their responsibility in seeing to it that the literary and intellectual history of Egypt is properly written. In this respect, M.A. and Ph.D. dissertation could be so oriented as to serve this purpose, in pursuance of the universities' role in the country's cultural life, he proposed.

Concluding his article, the writer described how universities could detect and analyse literary phenomena and issues through their academic setup.

Educational Aids - Sports Activities

60. Abdul Hafeez, Ikhlas Mohamed, "Study of the Reasons Why University Girl Students Fail to Engage in Sports Activities", (Dirasat Asbaab 'Uzuf Talibaat Al-Jami'ah 'An Mumarasat Al-Nashaat Al-Riyadi), Faculty of Physical Education for Girls, Helwan University, Cairo, 1980, 164 pages.

- Dissertation submitted to the Faculty of Physical Education for Girls, Helwan University, Cairo for obtaining the degree of M.A. in Physical Education.

In the first of the five chapters comprising this dissertation, the writer stated the problem at hand, underlined the importance of her research, specified the aims sought from this study and defined the terms used throughout the dissertation.

A review was made in Chapter 2 of some similar and related studies.

In her third chapter, the writer described her method in developing her subject, defined the scope of the research and explained the procedure adopted in selecting the sample and tools as well as the manner in which these were used in the practical survey.

Chapter 4 contained the findings of the writer on the reasons for which university girls refuse to engage in sports activities, being: the system of education, the academic schedule, the time allotted for sports during the university day, the yards seggregated for girls to practice sports, the sports equipment and tools available in faculties, the supervisors of athletic activities and the family's attitude towards participation of their daughters in sports. These findings were discussed and analysed by the writer.

The fifth and last chapter contains the recommendations put forward by the writer calling for changing the wrong concepts about physical education, allotting special time for sports during the university's daily schedule, participation by faculties in the purchase of sports tools and uniform, establishing incentives for those championing in sports, allowing for adequate leisure time during the university's daily schedule for practicing sports and appointment of trainers for the different sports.

A list of bibliographical references in Arabic and foreign languages was appended to the dissertation together with a copy of the questionnaire used in surveying the views of girls, whether or not practicing sports, on engagement in sports activities.

Faculty of Arts - Guides - Suhag

61. A.R.E., Assiut, Assiut University, "Guide to the Faculty of Arts in Suhag (Upper Egypt)", (Daleel Kulliyyat Adaab Suhag), Assiut, 1980, 94 pages.

Introducing the Guide to the Faculty of Arts in Suhag, which is affiliated to the University of Assiut (Upper Egypt), the Dean related the history of the Faculty ever-since its establishment in 1975 and reviewed the develop-ments undergone thereby since that date.

The Guide, then, reviewed the various Departments of the Faculty, the academic degrees granted, the system of distinction and how to enjoy its privileges, the conditions of admission for non-regular students and the rules governing promotion from one class to another.

The curricula of the Faculty's various Departments are indicated, including the curricula of graduate and post-graduate sections, in addition to the requirements for admission in post-graduate sections.

The Guide listed the Faculty's teaching staff and administrators and gave statistics of the number of students enrolled in each respective Department.

The last section of the Guide deals with students associations and their aims, activities and committees and the student welfare fund, apart from the loans extended to students by Nasser Social Bank.

Faculty of Dar Al-'Ulum -
Guides - Students

62. A.R.E., Giza, Cairo University, Faculty of Dar Al-'Ulum, "Student's Guide, 1979/80", (Daleel Al-Talib 1979/80), Cairo, 1980, 11 pages.

In an introduction to the Guide to the Faculty of Dar Al-'Ulum, Cairo University, the Dean highlighted Arab and Islamic heritage and stressed the need for a zealous revival

of that glorious heritage of which Dar Al-'Ulum is a jealous and staunch guardian.

The text of the Guide follows, dealing with the Faculty's organization, length of academic study, academic degrees conferred, Faculty's Departments, subjects taught in each of the required four years, the Faculty's buildings, auditoria and students' library.

Services afforded by the Faculty to students are recounted in the Directory. These include services rendered through the Faculty's various bodies, such as the Students' Affairs Office, the Youth Care Agency, students associations and the like.

An indication is given as to the fees payable to the Faculty and for producing certificates as well as the number of students enrolled in 1979/80, whether in the graduate or the post-graduate sections.

The Guide also reports on the constitution of students associations and their constituent committees and indicates how the associations' board is elected and the procedure for nomination to committee membership.

Certain other services rendered by the Faculty are mentioned at the very end of the Guide.

Faculty of Economics and Political Sciences - Guides

63. A.R.E., Giza, Cairo University, Faculty of Economics and Political Sciences, "Student's Guide, 1979/80", (Daleel Al-Taleb, 1979/80), Giza, 1980, 42 pages.

In a forward by the Dean of the Faculty of Economics and Political Sciences of Cairo University, he traced the developments undergone by the Faculty eversince its establishment in 1960/61, defined its aims, introduced its Departments and explained the teaching method applied therein.

Then followed a word by the Students' Association outlining its philosophy and aim.

The text of the Guide followed giving a complete recount of the Faculty's organization, academic work, services and statistical data.

A full list of the Faculty's teaching body and administrative personnel is given. Courses taught in each of the four academic years are listed. Training programmes in the summer vacation are described. The Faculty's library is thoroughly discussed, whether as to the number of books and reference materials contained therein or as to the proper procedure for making full use of its books.

Prizes awarded to distinguished students in 1978/79 are listed together with the names of recepients and with the conditions governing their awarding.

The Guide ended with a listing of students who succeeded in the Faculty's final and diploma examinations during the academic year 1978/79.

Faculty of Law - Guides

64. A.R.E., Assiut, Assiut University, "Guide to the Faculty of Law", (Daleel Kulliyyat Al-Huquq), Assiut, 1980, 38 pages.

Following a historical background on the Faculty eversince its establishment and the early numbers of boys and students enrolled therein, the Guide reviewed the Faculty's Departments and majors and listed all its teaching and administrative personnel.

It then indicated the conditions governing enrollment of regular and non-regular students, including the fees payable by each category and mentioned the requirements for and the courses of M.A. and Ph.D. studies.

Other subjects tackled in the Guide include the conditions for transfer of students from one Faculty to another, the system of examination for both graduate and post-graduate studies and the Faculty's disciplinary system, including the punishable violations and the boards applying penalties.

Faculty of Physical Education - Academic Accomplishment - Sports Activities

65. El-Baahi, Samia Rabi' Mohamed, "Academic Accomplishment and Distinction in Drilling Exercises Among Students of the Faculty of Physical Education for Girls in Gezira", (Al-'Ilaqah Bayn Al-Tahseel Al-'Ilmi Wal-Tafawwuq Fi Majmou'at Al-Tamrinaat Li-Talibaat Kulliyyat Al-Tarbiyah Al-Riyadiyyah Lil-Banaat Bel-Gezira), Cairo, Faculty of Physical Education for Girls, Helwan University, 1980, 113 pages + appendices.

- Dissertation submitted to the Faculty of Physical Education for Girls, Helwan University, Cairo, for obtaining the degree of M.A. in Physical Education.

This dissertation comprises six chapters. The first introduces the topic being surveyed, indicates the aim, postulates and scope of the research and defines the terms frequently occurring in it.

Chapter 2, which consists of the research's theoretical framework, makes a review of the studies and research conducted earlier on related subjects.

In Chapter 3, the steps taken to carry out the field survey were described. These included the selection of an appropriate sample and tools, the utilization of the tools in the surveying process and the analysis of statistical data obtained for the purpose of drawing conclusions.

Results obtained were elaborated in Chapter 4. They dealt with the relation between distinction in the drill exercises

group of subjects and academic accomplishment in the four years of study and also the correlation between academic accomplishment and distinction in the various drill exercises, being gymnastics, motor expression and rythmical movements. A discussion of these results was also made.

Chapter 5 contained the writer's conclusions and recommendations regarding the need to separate the different branches of drill exercises, to study the problems concerning gymnastics, motor expression and rythmical movements, to improve the rate of success in drill exercises and to re-organize the time allotted to indoor activities in the Faculty.

The sixth and last chapter contains a summary in Arabic and English of the dissertation, a bibliographical list and a set of appendices showing the frequency distribution, the arithmetic average and the standard deviation of the various components of the sample.

Faculty of Physical Education - Girls -
Championship in Sports

66. 'Asal, Salwa Moussa, "An Analytical Study of the Anthropomorphic Measurements and Bodily Characteristics of Girls Championing Field-and-Track Competitions at the Faculty of Physical Education for Girls, Cairo", (Dirasah Tahliliyyah Lil-Qiyasaat Al-Jismiyyah Wal-Sifaat Al-Badaniyyah Lil-Mutafawwiqaat Fi Musabaqaat Al-Maidaan Wal-Midmaar Bi-Kulliyyat Al-Tarbiyah Al-Riyadiyyah Lil-Banaat Bil-Qahirah), Faculty of Physical Education for Girls, Helwan University, Cairo, 1980, 229 pages.

- Dissertation submitted to the Faculty of Physical Education for Girls, Helwan University, Cairo for obtaining the degree of Ph.D. in Physical Education.

This dissertation is elaborated in five chapters.

Chapter 1 consists of an introduction in which the writer stated the problem at hand, indicated its significance,

underlined the need for it, described its aims and postulates and defined its terms.

Faculty of Physical Education - Students - Educational Tests and Measures - Admission

67. Soliman, Salahuddin Mohamed, "Establishment of a Set of Tests (Battery) for Measuring Aptitudes for Admission in the Faculty of Physical Education for Boys", (Wad' Majmu'at Ikhtibaraat (Battariyyah) Li-Qiyaas Al-Isti'daad Lil-Qabul Bi-Kulliyyat Al-Tarbiyah Al-Riyadiyyah Lil-Baneen), Faculty of Physical Education for Boys, Helwan University, Cairo, 1980, 120 pages + appendices.

- Dissertation submitted to the Faculty of Physical Education for Boys, Helwan University, Cairo, for obtaining the degree of M.A. in Physical Education.

This dissertation is divided into six chapters.

In Chapter 1, the writer stated the problem subject to discussion, described the aim envisioned from this research and defined and explained the principal concepts involved.

Chapter 2 contains the theoretical framework of the dissertation. Here, the writer indicated the individual differences, defined aptitude and ability and showed the difference between them, described the impact of inheritance and environment on aptitudes, distinguished between accomplishment and ability and dealt with aptitudes and ability in the field of sports.

In Chapter 3, the writer reviewed some earlier writings on similar or related subjects.

Chapter 4 is devoted to the field survey. Here, the writer described his procedure, method, approach to the selection of sample, steps involved in the survey and statistical analysis employed.

In the fifth chapter, the writer reviewed the results obtained from his research and placed them under this careful analysis.

The sixth and last chapter contains the writer's conclusions and recommendations in connection with the utilization of the battery obtained from his research in measuring the motor ability of students applying for admission in faculties of physical education for boys. He called for the establishment of a set of battery tests for selecting sportsmen in each kind of sports.

Following a bibliographical list of Arabic and foreign reference material, the writer appended copies of the tests used in his survey and of the cards used in recording tests.

Faculty of Physical Education -
Swimming

68. Moursi, Sahar Ibrahim, "A Comparative Study of Certain Programmes Proposed for Teaching the Two Types of Creep-Swimming to Girl Students in the Faculty of Physical Education for Girls in Alexandria", (Dirasah Muqaranah Li-Ba'd Al-Baramej Al-Muqtarahah Li-Ta'leem Sibahat Al-Zahf Bi-Naw'aiha Li-Talibaat Kulliyyat Al-Tarbiyah Al-Riyadiyyah Lil-Banaat Bil-Iskandariyyah), Faculty of Physical Education for Girls, Helwan University, Alexandria, 1980, 208 pages.

- Dissertation submitted to the Faculty of Physical Education for Girls in Alexandria, Helwan University, for obtaining the degree of Ph.D. in Physical Education.

The first of the six chapters comprising this dissertation deals with the aim of the research being carried out, the scope of the subjects covered and the plan used in developing the thesis.

Chapters 2 and 3 contain a review of similar and related studies conducted by other writers.

The fourth chapter is devoted to the field survey conducted on a sample of girl students enrolled in the second year of

the Faculty. The method used in carrying out the survey is adequately described.

Chapter 5 contains the results obtained from the field survey dealing with the impact of giving up swimming on the skill performance level of swimming in the Faculty.

In his sixth and last chapter, the writer reviewed her recommendations which call for developing bodily characteristics on sound scientific basis through swimming lessons in the Faculty and adding bodily characteristics to the aims of swimming curriculum when its development is considered.

The dissertation ended with a list of Arabic and foreign books on which the writer depended in compiling her material.

Faculty of Sciences - Guides - Students

69. A.R.E., Giza, Cairo University, Faculty of Sciences, "Guide to the Faculty of Sciences 1979/80", (Daleel Kulliyyat Al-'Ulum 1979/80), Giza, 1980, 114 pages.

Following an introduction on the different Departments constituting the Faculty of Sciences, Cairo University, the Guide related the developments undergone by the Faculty eversince its establishment in 1925 and reviewed the names of the Faculty's Board and administrative body in 1979/80, listing as well, the technical committees branching from the Faculty's Board and defining their functions.

Moving to student affairs and registration, the Guide specified the date set for opening the new academic year and mentioned the conditions of admission, the fees payable in respect of services, the conditions governing transfer to other faculties, attendance requirements and the conditions stipulated for the granting of stipends and awards.

A review was made of the activities undertaken by the student association and the services extended by the Faculty's Youth Administration.

The Guide, further indicated the conditions to be fulfilled by hostel students and the procedure prescribed for joining the Faculty's dormitory.

After reviewing the provisions of the Faculty's Internal Regulation and describing the Faculty's different Departments, the Guide talked on the Faculty's branch in Khartoum, the Sudan, and appended a set of statistical tables showing the number of graduates from the graduate and post-graduate sections from 1931/32 and through 1977/78.

Functions

70. Darwish, Mahmoud, "The University and the Governorate", (Al-Jami'ah Wal-Muhafazah), "Al-Ahram" newspaper, 106th year, Issue No. 34175, (July 7, 1980), p. 7.

The writer started his article by defining the mission of universities and saying that in pursuing their respective missions, universities should exercise a great deal of flexibility.

Reviewing the factors which determine the mission of a given university, he said that the environment plays a leading role and the professor himself also plays a role in shaping and developing his institution.

The writer went on to say that in the advanced world, universities have undergone fundamental changes in that they were required and expected to help solve the problems of the environment in which they exist. Universities in Egypt, he added, should in turn take active steps aimed at solving the problems of the Governorates in which they are located. Problems in one Governorate may be quite different from those in another, but universities should address themselves to the particular problems faced by their respective communities. Collaboration between the Governorate and the university is vital for overcoming local problems.

In conclusion, the writer said that the Governors, having been vested with the powers of the President of the

Republic, are now in a better position to establish close links between the university and the host Governorate.

Legislations

71. Giza, Cairo University, Personnel Department, "Encyclopaedia of Law No. 49 of 1972 Governing Universities", (Mawsou'at Qanun Tanzeem Al-Jami'aat Raqm 49 Li-Sanat 1972), Cairo, 1980, 276 pages.

This document is divided into four parts.

Part 1 consists of the text of Law No. 49 of 1972 governing universities as well as the successive laws promulgated up to 1978 and amending its provisions.

The second part contains the various laws which complement Law No. 49 of 1972.

Part 3 contains Resolution No. 809 of 1975 issued by the President of the Republic for promulgating the Implementing Regulation of Law No. 49 of 1972. It also contains the amending Resolutions issued up to 1979.

The fourth and last part contains the various Resolutions which complement Law No. 49 of 1972 and which deal with matters of a general nature. These include Resolution No. 141 of 1977 whereby the Minister of Higher Education assigned some of his functions and Resolution No. 22 of September 11, 1972 whereby the President of the Supreme Council of Universities organized and defined the powers of university security units.

The Private University - The Principle of Equal Opportunities

72. Sayyed, 'Abdul Gawwad, "The Private University Disregards the Principle of Equal Opportunities", (Al-Jami'ah Al-Ahliyyah Ihdaar Li-Mabdaa Taqafou Al-Furas), "Al-Sha'b" newspaper, Vol. 2, Issue No. 70, (August 26, 1980), p. 4.

In this article, the writer took exception to the idea of establishing a private university which has been subject of discussion in recent newspaper articles.

After reviewing the steps taken in this respect by the National Party's Popular Development Committee, the writer indicated the social and economic proportions of education and the extent to which they influence and are influenced by the society's philosophy. A private university would, in the writer's opinion, establish discrimination between the categories of the society and place the entire educational process on a class basis, contrary to the principles advocated by the July 1952 Revolution.

He went on to review the principles on which the national educational plan for 1978/82 is based, saying that the whole idea of a private university contradicts these principles and run against the democracy of education and the principle of equal opportunities.

The writer concluded his article declaring his opposition to the proposed private university.

Problems

73. Abul-Khair, Kamal Hamdi, "The Problem of University Education and Breaches of the Principle of Educational Socialism", (Mushkilat Al-Ta'leem Al-Jami'i Wal-Ikhlaal Bi-Mabdaa Ishtirakiyyat Al-Ta'leem), "Al-Sha'b" newspaper, 2nd year, Issue No. 79, (October 28, 1980), p. 4.

Following an introduction on the system of university education in Egypt and the circumstances through which it is passing, the writer showed how these circumstances reflect on the status and efficiency of such education.

He went on to indicate the impact of the increasing number of students over the last twenty years, the establishment of provincial universities, the inadequacy of educational facilities and the socio-economic developments undergone by Egypt on the present state of university education in

Egypt, on the standard of educational performance in Egyptian universities and on the widespread practice of private tutoring among university students.

Concluding his article, the writer said that these problems put together undermine the principle of equal opportunities and prejudice educational socialism in Egypt.

Regulations

74. A.R.E., Legislations, Laws, Regulations ... etc., "Ministerial Resolution No. 809 Dated October 5, 1980 in Connection with the Promulgation of the Internal Regulation of the Faculty of Commerce, Mansurah University (in Lower Egypt)", (Qaraar Wizari Raqm 809 Bi-Tareekh 10/5/1980 Fi Shaan Isdaar Al-Laiyhah Al-Dakhiliyyah Li-Kulliyyat Al-Tijarah, Jami'at Al-Mansurah), Cairo, Ministry of Education and Scientific Research (Sector of Higher Education), 1980, 35 pages.

Consisting of fifty-three articles, this Resolution promulgates the Internal Regulation of the Faculty of Commerce, Mansurah University (in Lower Egypt).

Subjects covered in the Regulation include the Faculty's Departments, the degrees and diplomas granted and the requirements for obtaining each, the systems of examinations set for post-graduate studies leading to M.A. and Ph.D. degrees and some general rules of a transitional nature applicable to students already pursuing under-graduate and post-graduate studies at the time of the promulgation of this Internal Regulation.

75. A.R.E., Legislations, Laws, Regulations ... etc., "Ministerial Resolution No. 915 Dated November 20, 1980 Promulgating the Internal Regulation of the Faculty of Commerce, Menoufiyyah University (in Upper Egypt)", (Qaraar Wizari Raqm 915 Bi-Tareekh 11/20/1980 Bi-Isdaar Al-Layehah Al-Dakhiliyyah Li-Kulliyyat Al-Tijarah Bi-Jami'at Al-Menoufiyyah), Cairo, Ministry of Education and Scientific Research (Sector of Higher Education), 1980, 13 pages.

This Resolution comprises twenty three articles outlining the Internal Regulation of the Faculty of Commerce, Menoufiyyah University in Lower Egypt.

The Faculty's Departments and the academic degrees granted are mentioned in Articles 1 and 2.

Graduate studies are tackled in Articles 3-11 which set forth the conditions for obtaining the degree of B.Com., the number of years required to qualify for this degree, the system of examinations and the maximum and minimum grades obtainable in examinations.

Articles 12-15 are concerned with the degree of M.A. They stipulate the requirements for obtaining this degree and the courses taught to post-graduate students.

The three subsequent Articles (16-18) deal with the Ph.D. and stipulate the requirements for registration and for qualifying for the degree.

The Articles 19-23 consist of some general and transitional rules in connection with the Faculty in question.

76. A.R.E., Legislations, Laws, Regulations ... etc., "Ministerial Resolution No. 948 Dated December 14, 1980 Promulgating the Internal Regulation of the Faculty of Agriculture in Feyyoum, A Branch of Cairo University", (Qaraar Wizari Raqm 948 Bi-Tareekh 12/14/1980 Bi-Isdaar Al-Laiyhah Al-Dakhiliyyah Li-Kulliyyat Al-Zira'ah Bil-Feyyoum Bi-Far' Jami'at Al-Qahirah), Cairo, Ministry of Education and Scientific Research (Sector of Higher Education), 1980, 6 pages.

This Resolution comprises six articles.

Article 1 indicates the various Departments of the Faculty of Agriculture in Feyyoum.

The second article relates the different majors in respect of which a B.A. in agricultural sciences is granted.

Article 3 is concerned with the duration of study for obtaining the degree of B.A.

The fourth article describes the system of study in the first and second years in the Faculty.

Assignment of students to the different majors is covered in Article 5.

The sixth article deals with the curricula established in each major, distributed over the years of study.

Lists containing the detailed curricula for each year are appended to the Resolution.

Regulations - Legislations

77. A.R.E., Legislations, Laws, Regulations ... etc., "Ministerial Resolution No. 810 Dated October 5, 1980 in Connection with the Issuance of the Internal Regulation of the Faculty of Pharmacology, Tanta University", (Qaraar Wizari Raqm 810 Bi-Tareekh 10/5/1980 Fi Shaan Isdaar Al-Laiyhah Al-Dakhiliyyah Li-Kulliyyat Al-Saydalah Bi-Jami'at Tanta), Cairo, Ministry of Education and Scientific Research (Sector of Higher Education), 1980, 44 pages.

This Resolution consists of 34 articles comprising the internal regulation of the Faculty of Pharmacology, Tanta University (Upper Egypt).

Items covered by the Resolution include: Faculty's sections, degrees and diplomas granted and the prerequisites for each, post-graduate studies and their conditions, systems of examinations at all academic levels and requirements for the satisfactory completion of examinations.

The Resolution contained some general and transitional rules regarding the implementation of the internal regulation and the procedure for permitting external students to sit for examinations.

Secretary of Supreme Council of Universities - Competences - Legislations

78. A.R.E., Legislations, Laws, Regulations, ... etc., "Ministerial Resolution No. 513 Dated July 8, 1980 in Connection with Delegating Certain Powers Entrusted to the Minister by Law No. 47 of 1978 to the Secretary of the Supreme Council of Universities", (Qaraar Wizari Raqm 513 Bi-Tareekh 7/8/1980 Bi-Shaan Tafweed Amin Al-Majlis Al-A'laa Lil-Jami'aat Fi Mubasharat Ba'd Al-Ikhtisasaat Al-Muwakkalah Lil-Wazeer Fil-Qanun Raqm 47 Li-Sanat 1978), Cairo, Ministry of Education and Scientific Research (Sector of Higher Education), 1980, 2 pages.

This Resolution consists of two articles.

Article 1 enumerates the powers originally entrusted to the Minister of Education under University Re-organization Law No. 47 of 1978 and now delegated to the Secretary of the Supreme Council of Universities.

The second article is concerned with the implementation and enforcement date of this Resolution.

Students - Admission

79. El-Sebaei, Labib, "Exceptions in Entering Universities; A Point of View", (Al-Istithnaa Li-Dukhul Al-Jami'aat; Wijhat Nazar), "Al-Ahram" newspaper, 106th year, Issue No. 34204, (August 5, 1980), p. 7.

After quoting a statement by the President of the Republic to the effect that all kinds of exceptions must be abolished, the writer reviewed the situation in Egyptian universities where certain categories of students are admitted by exception to the established conditions of admission, urging a reconsideration of all such exceptions and mentioning the ratio between students enjoying exceptions and the total enrollment.

After pointing to some other kinds of care which may be extended to excepted categories, the writer indicated the

steps which may be taken by the Supreme Council of Universities to ensure that academic merit is the only requirement for admission in universities.

80. A.R.E., Legislations, Laws, Regulations ... etc., "Ministerial Resolution No. 681 Dated August 3, 1980 in Connection with the Regulations Governing Admission of Students in Universities and Institutes through the Office of Coordination in the Academic Year 1980/81", (Qaraar Wizari Raqm 681 Bi-Tareekh 8/25/1980 Fi Shaan Tanzeem Qabul Al-Tullab 'An Tariq Maktab Tanseeq Al-Qabul Bil-Jami'aat Wal-Ma'ahed Fil-'aamm Al-Dirasi 1980/81), Cairo, Ministry of Education and Scientific Research (Sector of Higher Education), 1980, 11 pages.

This Resolution comprises twenty four articles subdivided into two parts.

Part 1, which comprises eleven articles, contains some general rules about admission in universities and institutes through the Office of Coordination which is the sole body regulating admission into universities and technical and other institutes supervised by and affiliated to the Ministry of Higher Education. The Office's branches in the different Governorates are listed. Conditions for admission including the required documents are set forth in the first part of this Resolution.

The second part, which comprises thirteen articles, deals with the various categories of students who are exempt from the conditions of admission and prescribes the procedure for such admission.

This Resolution is to be published in the Official Gazette and to come into force on the date specified in Article 24.

Universities - Development

81. El-Sebaei, Labib, "Problems of Development in Governorates; Shall Universities Take Part in Solving Them and How?", (Mashakil Al-Tanmiyah Fil-Muhafazaat; Hall Tusahim Al-Jami'aat Fi Halliha... Wa-Kayf?), "Al-Ahram Al-Iqtisadi" magazine, Issue No. 616, (November 3, 1980), pp. 28-29.

In this article, the writer attempted to survey the role of provincial universities in studying national issues, serving local communities and contributing towards socio-economic development efforts.

Following an introduction on the important role played by the university in studying development issues and problems in a given society, he quoted the Minister of Education as saying that universities should organize conferences, panels and symposia for discussing the nation's major problems.

In an interview with the writer, the President of Cairo University described the efforts deployed by the Center of Development Research and Technological Planning in providing State agencies with its considered opinion and in studying projects having bearing on national problems.

On his part, the President of Alexandria University said that his University has been preoccupied with the preparation of a thorough study on the re-building of man in Egypt.

As to the President of Zagazig University, he described the efforts exerted by his University in linking scientific studies with the expertise needed in development activities and in environmental problems. Here, he described the respective role played by the various faculties, each in its field of interest.

Interviewed by the writer, the President of Suez Canal University related the University's endeavours in linking itself to the local community with all its institutions. By way of example, he said that Sinai Research Center has been created in order to study all aspects of Sinai's reconstruction projects.

Lastly, the President of Menoufiyyah University described the University's efforts in surveying the community's needs, responding to its manpower requirements, seeking solutions for local problems and promoting rural development.

FOREIGN LANGUAGES

Importance of their Study in Egypt

82. El-Bura'i, Hassan Ahmed, "Study of Foreign Languages in Egypt", (Dirasat Al-Lughaat Al-Ajnabiyyah Fi Misr), "Al-Akhbar" newspaper, 29th year, Issue No. 8776, (July 29, 1960), p. 5.

After reviewing commentaries on the teaching of foreign languages, their teaching methods and the manner in which learners may be lured to study them, the writer said that studying foreign languages is essential, especially in Egypt now that the Government has adopted a policy of economic open door and is encouraging investment of foreign capital.

He recalled that when foreign employees in Egyptian companies and banks decided to quit, interest in learning foreign languages mounted in Egypt.

In substantiating his argument advocating learning foreign languages, the writer said that languages have been instrumental in bringing about a stable world peace and an international understanding. Exchange of students and youth between different countries of the world has warranted mastery of foreign languages.

In conclusion, the writer described the methods and techniques most suited for teaching foreign languages, saying that some learners have turned their back to these languages and should be urged to resume studying them.

FOREIGN LANGUAGE INSTITUTES

Organization

83. El-Barad'i, Mohamed Mustafa, "Language Classes and the Ministry's Responsibility", (Fusul Al-Lughaat ... Wa-Massouliyyat Al-Wizarah), "Al-Ahram" newspaper, 106th year, Issue No. 34183, (July 15, 1980), p. 7.

Dealing with the teaching of foreign languages in Egypt, the writer pointed to the mushrooming privately-owned language institutes which have been opened in Cairo and Alexandria and described their tactics in attracting young men and women to join them.

He went on to compare these private institutes with the Divisions of Extension created by some universities on the one hand and the institutes and classes run by some Embassies where the language of their respective countries is taught.

After giving an idea of the standard of teachers employed in the private institutes, the contents of text books prescribed and the exaggerated fees collected, the writer pointed to the role of the Ministry of Education and its competent bodies in placing these institutes under supervision in order to guard against any abuse or exploitation of young men and women.

GRADUATES AND EMPLOYMENT NEEDS

84. El-Sebaei, Labib, "The Egyptian Graduate: Where To?", (Al-Khirrij Al-Misri: Ila Ayna?), "Al-Ahram Al-Iqtisadi" magazine, Issue No. 622, (December 15, 1980), pp. 38-39.

After stressing the need for undertaking a thorough study of the present status of the students' body in the Egyptian universities as a prerequisite for determining the future requirements of manpower in Egypt, the writer interviewed the President of Zagazig University who stated that some equilibrium must be maintained between the supply and

demand on graduates in the various fields of activities. Production and business enterprises depend largely on such equilibrium.

In the opinion of the President of 'Ain Shams University, education should be completely seggregated from employment.

The President of Suez Canal University advocated a comprehensive policy for the development of human resources and the re-structuring of university education. In this connection, the President pointed to the bases for such re-organization and to the need for establishing new types of studies and new departments.

After reviewing the forecast of graduates within the next five years divided by areas of majoring, the writer quoted the Principal of the National Institute for Administrative Development as saying that a proper policy for employment should be formulated and academic and training sessions should be organized for the purpose of qualifying graduates for practical life, especially where employment opportunities are in excess of the number of qualified graduates.

GUIDANCE AND INSPECTION

85. Badr, Ahmed 'Abdul Latif, "Educational Trends: Towards Technical Guidance", (Ittijahaat Tarbawiyyah: Nahw Al-Tawjeeh Al-Fanni), "Al-Rayed", Teachers' magazine, 25th year, Issue No. 2 & 3, (June and September 1980), pp. 50-51.

In the introduction to his article, the writer described the impact of imperialism on Arab-Islamic heritage and stressed the need for drawing heavily on heritage in school work, saying that books dealing with heritage should be made abundantly available on the stacks of school libraries.

Moving to technical guidance, he explained the meaning of this term and indicated why it was adopted as a substitute for the old term of inspection. He then indicated the aspects in which guidance has been deficient.

The writer then described the problems which a technical guide faces in the course of performing his duties, showing how these problems reflect on performance.

In conclusion, he reviewed some points which need to be taken into consideration in the process of technical guidance, specifically the interrelationships between evaluation and the pupil's ability to perform, the individual differences between pupils which need to be taken into consideration, the avoidance of mechanical memorization and the encouragement of teachers to adopt an open-minded approach.

HANDICAPPED

Educational Institutions and Organization

86. 'Abdul Bari, 'Afaf, "The Handicapped Child Is in Our Custody", (Al-Tifl Al-Mu'awwaq Amanah Fi Aydina), "Al-Mujtama' Al-Jadeed", (The New Society) magazine, Issue No. 9, (October 1980), pp. 41-43.

This article consists of an account on the Society of Intellectual Development in Matariyyah, Cairo, which cares for mentally and physically handicapped children and provides them with the necessary educational and rehabilitation services.

After giving an idea about the number and age of children admitted in the hostel and in the external section, the writer related the Society's conditions of admission, the types of services rendered to children to teach them how to read and write, the difficulties encountered in the process of teaching and the impact of paralysis occasioned in conjunction with mental retardness on the intensity of such problems.

She then described the vocations on which children are trained and mentioned that the Society always endeavours to help trained children secure suitable jobs corresponding to their specific field of training.

The writer concluded her article with a description of the physiotherapy clinic attached to the Society and cited cases where treatment was adequately received in this clinic.

Museums

87. Abu-Zeid, Samirah, "Museums in the Service of the Handicapped", (Al-Mataahef Fi Khedmat Al-Mu'awwaqeen), Cairo, Academy of Scientific Research and Technology, 1980, 6 pages.

- Paper presented at the First Symposium on Museums, Cairo, December 1-3, 1980.

Following a review of some of the inadequacies which hamper museums from generating interest in their collections on the part of pupils and other members of the society, the author talked on the category of visually handicapped and the efforts made by world museums to cater for this particular group of society.

In this connection, she enumerated the types of visual handicaps and dealt with each type separately as prospective visitors to museums.

Devices used by museums to overcome the visual barrier include employment of qualified guides to give special attention to visually handicapped pupils, utilization of audio aids where blind visitors are concerned, preparation of samples of displayed items for the benefit of the blind and semi-blind and producing museum catalogs in Braille prints for overcoming the visual barrier.

A listing is made of the reference material consulted by the author in the preparation of her paper.

Transference - Special Education Schools and Classes

88. A.R.E., Legislations, Laws, Regulations ... etc., "Circular No. 96 Dated September 6, 1980 in Connection with Identifying Handicapped Pupils and Transferring them to Special Education Schools and Classes", (Nashrah 'Aammah Raqm 69 Bi-Tareekh 9/6/1980 Bi-Shaan Nizam Hasr Al-Talameez Al-Mu'awwaqeen Wa-Tahwilihim Ila Madares Wa-Fusul Al-Tarbiyah Al-Khassah), Cairo, Directorate-General for Special Education, Ministry of Education, 1980, 2 pages + appendices.

After underlining the importance of transferring handicapped pupils from regular schools to special education schools and classes, the Circular explained that such transfer helps pupils receive proper care consistent with their respective cases.

The Circular went on to indicate the steps involved in transferring any pupil proved to be handicapped to such schools and classes, then explained the means whereby handicapped pupils are identified before their transfer.

The Circular also cited the responsibilities of section heads, inspectors and headmasters in primary education in this respect.

Appendices attached to the Circular contain two forms, one for referring pupils to the psychiatric clinic and the other for determining the pupil's condition.

HIGHER EDUCATION

Cooperation Institute - Admission Possibilities

89. El-Sebaei, Labib, "Cooperation Institute and Admission Opportunities Before Government Employees", (Ma'had Al-Ta'awun Wa-Furas Al-Qabul Lil-Muwazzafeen), "Al-Ahram Al-Iqtisadi" magazine, Issue No. 611, (September 29, 1980), pp. 30-31.

Following an introduction on the conditions governing admission in the Institute of Cooperative Studies and the possibility of admitting Government employees who wish to proceed with their university studies, the writer quoted the Institute's Dean as saying that the rules established for admission allow for enrollment of employees on the basis of in-country scholarships. These rules were reviewed with an indication of the manner in which they were implemented and of the role of Admission Coordination Office in implementing them.

The Dean was also quoted as specifying the certificates which are considered equivalent to the academic qualifications on the basis of which students are admitted into the Institute, adding that diplomas of agricultural and industrial education are not considered equivalent certificates. In the words of the Dean, some athletes could be admitted in the Institute under certain conditions. A number of scholarships were established by the Institute for the benefit of the existing political parties.

The Dean was, lastly, quoted as underscoring the written and oral tests held by the Institute for selecting qualified candidates.

Its Role in Development

90. 'Abdul Gawwad, 'Abdullah El-Sayyed, "Planning for Higher Education in the Arab Republic of Egypt and its Role in the Socio-economic Development", (Al-Takhteet Lil-Ta'leem Al-'Aali Fi Jumhuriyyat Misr Al-'Arabiyyah Wa-Dawruhu Fil-Tanmiyah Al-Ijtima'iyyah Wal-Iqtisadiyyah), Faculty of Education, Assiut University, Assiut (Upper Egypt), 1980.

- Dissertation submitted to the Department of Educational Principles of the Faculty of Education, Assiut University for obtaining the degree of Ph.D. in Education.

This dissertation consists of an introduction and four parts subdivided into nine chapters.

In his introduction, the writer stated the problem under discussion, underlined the need for planning, stressed the importance of his research, described his postulates and assumptions, defined the scope of research and the terms frequently occurring in it and elaborated his method, including the tools used in the course of his work.

Part 1, which consisted of three chapters, is concerned with higher education in the Arab Republic of Egypt. Following a review of the concept of higher and university education, the writer talked on the philosophy and development of higher education and the socio-economic function of this type of education. He, also, dealt with the expansion of higher education as to the number of students admitted or graduated and the number of faculty members and, also, the cost involved in higher education.

In Part 2, which consists of two chapters, the writer dealt with the role of planning bodies in the formulation of a socio-economic development plan. Here, he elaborated the role played by the administrative structure of higher and university education in planning, in addition to the roles played in the same direction by legislative, technical and planning machineries. The socio-economic plan for 1978/82 was analysed and appraised by the writer.

Part 3, consisting of two chapters, dealt with the strategy of planning for higher education in A.R.E. Here, he discussed planning methods and techniques and conducted a field survey aimed at determining the elements necessary in any planning.

In Part 4, which also comprises two chapters, the writer described the higher education plan devised in Egypt, including the proposed guidelines, aims and quantitative indicators.

The writer's conclusions and recommendations call for maintaining an equilibrium between theoretical and practical education and between quantity and quality. Planning for education should, in the writer's opinion, be built on the basis of the State's needs to qualified manpower and, also, on the basis of the human and material possibilities of Egypt.

The dissertation ended with a list of reference material having bearing on this subject.

HIGHER TECHNICAL INSTITUTES

Establishment

91. El-Sebaei, Labib, "Establishment of the First Technical University Institute in Egypt", (Inshaa Awwal Ma'had Jami'i Fanni Fi Misr), "Al-Ahram Al-Iqtisadi" magazine, Issue No. 621, (December 8, 1980), pp. 38-39.

This article deals with the establishment of the Institute of Productive Efficiency as part of Zagazig University by Resolution of the Supreme Council of Universities.

After explaining the aims sought from the creation of this Institute and its role in admitting graduates of technical secondary schools, the writer quoted the President of Zagazig University as saying that the existing intermediate technical schools are inadequate to meet the country's socio-economic development plans.

The writer then explained why students turn their back to technical education, saying that the new institute, which enjoys the calibre of a university faculty, would open the way before graduates of technical education to complement their studies.

Again, the writer quoted the President of Zagazig University on the bodies participating in the establishment of the Institute, on the duration of study in it, on the academic degrees granted to graduates and on the theoretical and practical subjects studied in the Institute.

HISTORY OF EDUCATION IN EGYPT

92. Mourad, Mahmoud, "One Hundred Years and Seventy Two Ministers in Search of Education's Economic Dimension", (100 'Aamm Wa 72 Waziran Fil-Bahth 'An Al-Bu'd Al-Iqtisadi Lil-Ta'leem), "Al-Ahram Al-Iqtisadi" magazine, Issue No. 611, (September 29, 1980), pp. 22-27.

In this article, the writer attempted to review the history of education in Egypt within one hundred years and to appraise the accomplishments made by some seventy two ministers who assumed the responsibilities of the Ministry of Education from its modest beginnings in the Nineteenth Century till 1980.

Starting off his article, the writer reviewed the documents consulted in the preparation of his material, mainly a report compiling views expressed by popular and executive bodies on the working paper for the development of education prepared by the Ministry of Education in September 1979 and a book dealing with the successive Ministers of Education and their accomplishments since 1837 and until 1979.

Dealing with the development of education in Egypt since its beginnings at the outset of the Nineteenth Century, the writer said that the desire to supply the Army's needs to specialists has had its bearing on education. The policy adopted by antagonistic powers against Mohamed Ali Pasha, Khedive Abbas and Khedive Sa'id was mainly responsible for the setback suffered by education during these eras.

The writer went on to describe the efforts exerted by Khedive Isma'il to promote education. The Ministry known in 1980 as the Ministry of State for Education, Scientific Research and Technology was then known as Schools' Consultative Council and later as Schools' Bureau (Diwan).

After relating the accomplishments of the most distinguished Ministers of Education during its long history, he reviewed the developments underwent by the educational budget from 1882/82 through 1980.

Concluding his article, the writer reviewed the fundamental elements involved in the development of education from 1980/81 on and indicated the bases for linking education to economy.

INDUSTRIAL SECONDARY SCHOOLS

Establishment

93. A.R.E., Legislations, Laws, Regulations ... etc., "Ministerial Resolution No. 98 Dated September 24, 1980 in Connection with the Establishment of Mersa Matruh Industrial Secondary School", (Qaraar Wizari Raqm 98 Bi-Tareekh 9/24/1980 Bi-Shaan Inshaa Madrasat Mersa Matruh Al-Thanawiyyah Al-Sinaa'iyyah), Cairo, Minister's Cabinet, Ministry of Education, 1980, 2 pages.

Comprising five articles, this Resolution deals with the establishment of a new industrial secondary school in Mersa Matruh, in the Western Desert.

Article 1 decrees the establishment of the school and states the appellation given to it.

The second article is concerned with the different majors initially created in the school, with provision for future changes through the addition of new majors or the abolition of existing ones.

Article 3 specifies the educational laws which apply to this school and its students.

The fourth article sets the opening date of the school while the fifth article provides for the publication of the Resolution in the Official Gazette and its subsequent coming into force.

Establishment - Legislations

94. A.R.E., Legislations, Laws, Regulations ... etc., "Ministerial Resolution No. 84 Dated September 3, 1980 in Connection with the Establishment of an Industrial Secondary School Following the 3-Year System in Al-Shuhadaa Town, Menoufiyyah Governorate", (Qaraar Wizari Raqm 84 Bi-Tareekh 9/3/1980 Bi-Shaan Inshaa Madrasah Thanawiyyah Sina'iyyah Nizaam Al-Sanawaat Al-Thalaath Bi-Madinat Al-Shuhadaa Bi-Muhafazat Al-Menoufiyyah), Cairo, Minister's Cabinet, Ministry of Education, 1980, 2 pages.

This Resolution, consisting of 5 articles, deals with the establishment of a new secondary school for industries in the town of Al-Shuhadaa, Menoufiyyah Governorate, following the 3-Year system.

Article 1 specifies the school's appellation.

The second article reviews the fields of specialization offered by the school together with any further fields which may be added in the future, or fields which may be deleted.

Article 3 specifies the laws applicable to the school and its pupils.

The fourth article is concerned with the initial academic year set for this school while the fifth article provides for the publication of the Resolution in the Official Gazette and its implementation as from the date of such publication.

95. A.R.E., Legislations, Laws, Regulations ... etc., "Ministerial Resolution No. 95 Dated September 24, 1980 in Connection with the Establishment of Dekernes Industrial Secondary School in Daqahliyyah Governorate (Lower Egypt)", (Qaraar Wizari Raqm 95 Bi-Tareekh 9/24/1980 Bi-Shaan Inshaa Madrasat Dekernes Al-Thanawiyyah Al-Sinaa'iyyah Bi-Muhafazat Al-Daqahliyyah), Cairo, Minister's Cabinet, Ministry of Education, 1980, 2 pages.

This Resolution is concerned with the establishment of a new industrial secondary school in Lower Egypt, in the town of Dekernes, Daqahliyyah Governorate.

Article 1 specifies the appellation to be given to the new school, once established.

The second article lists the initial majors to be created and provides for eventual addition of new majors or deletion of existing ones.

Article 3 specifies the laws applicable to this school and its pupils.

The fourth article gives the date on which study in this school commences.

The fifth article is concerned with the publication of the Resolution in the Official Gazette and its subsequent implementation.

Science - Curricula - Legislations

96. A.R.E., Legislations, Laws, Regulations ... etc., "Circular No. 120 Dated December 2, 1980 in Connection with the Guidelines for Applying Science Curricula to Students Majoring in Laboratory Work in Industrial Secondary Schools for the Academic Year 1980/81", (Nashrah 'Aammah Raqm 120 Bi-Tareekh 12/2/1980 Bi-Shaan Tawjihaat Tanfeez Manahej Al-'Ulum Li-Shu'ab Umanaa Al-Makhaber Fil-Madares Al-Thanawiyyah Lil-'Aamm Al-Dirassi 1980/81), Cairo, Cabinet of the First Undersecretary of the Ministry of Education for Technical Education, Ministry of Education, 1980, 7 pages.

This Resolution consists of four parts, each containing the guidelines for teaching a certain branch of sciences to pupils majoring in laboratory work in the third year of technical secondary schools.

Respectively, the four parts deal with the curricula of physics, chemistry and natural history and with the curricula and text books adopted for schools of general industrial secondary education in respect of the academic year 1980/81.

LAWS AND LEGISLATIONS

See: 3-7, 10, 11, 15, 16, 28-31, 33-35, 37, 47, 57, 58, 74-78, 80, 88, 93-96, 109, 115, 117, 119, 122, 125, 129, 143, 146, 147, 149-152, 156.

MATHEMATICS

Conference On

97. "The Local Conference on the Teaching of Mathematics", (Al-Mouatamar Al-Mahalli Li-Ta'leem Al-Riyadiyyaat), Cairo, December 8-11, 1980, "Conference's Activities", (A'maal Al-Mouatamar), Cairo, Academy of Scientific Research and Technology, 1980, 4 pages.

In this document an account is given of the activities of a local conference on mathematics teaching held in Cairo in the first half of December 1980.

After stating the objectives of the conference and its role in developing a futurist conception of the teaching of mathematics in Egyptian schools, the document outlined the subjects discussed in the conference, mainly: an attempt to understand the present forms of mathematics curricula; an evaluation of the experiment undertaken in the 1970s for developing the teaching of mathematics in Egypt; an attempt to understand the bases on which teachers of mathematics in the preparatory, secondary and primary stages receive their training; and a review of the world trends regarding the content of mathematics courses and the profession of mathematics teaching in developing and industrialized countries.

In conclusion, the document listed the bodies which took part in the Conference and described its organization.

MENTALLY SUPERIOR PUPILS

Values and Problems

98. Al-Shura, Fuad Hamed El-Muwafi, "A Comparative Study of Some Values and Problems Pertaining to Mentally Superior Pupils in the General Secondary School in Village and in Town", (Dirasah Muqaranah Li-Ba'd Al-Qiyam Wal-Mushkilaat Lada Al-Mutafawwiqeen 'Aqliyyan Min Talameez Al-Madrasah Al-Thanawiyyah Al-'Aammah Fil-Qaryah Wal-Madinah), Faculty of Education, Mansurah University, Mansurah (Lower Egypt), 1980, 281 pages.

- Dissertation submitted to the Department of Educational Psychology of the Faculty of Education, Mansurah University, for obtaining the degree of M.A. in Education.

This dissertation consists of six chapters.

In the first chapter, the writer stated the problem at hand, defined the purpose of this research, underlined its importance, indicate the scope of his work, introduced his assumptions and defined the vital terms frequently occurring in the thesis.

Chapter 2 deals with the basic concepts pertaining to the research, such as mental superiority, values, problems, differences between the village and the town and personality patterns as influenced by rural and urban factors.

In Chapter 3, he reviewed some research and studies conducted by other writers on the values and problems of the mentally superior and introduced his postulates.

The fourth chapter is devoted to the experimental framework of the research. Here, he explained his sampling method, described the tools and measurements used and introduced the statistical approaches made use of.

The writer's findings are set forth in Chapter 5. These deal with differences having statistical significance between the two zenithes of intelligence and ability to think creatively among secondary school pupils in the town and in the village in matters pertaining to social and religious values. The writer added his explanations of the findings reached.

The sixth and last chapter contains the writer's recommendations purporting that the project proposed by him for caring for the mentally superior students in secondary schools should be applied in the village as well as in the town along the lines revealed by his survey.

Following a list of reference books consulted by the writer, copies were appended of three tests, namely: the ability to think creatively test, the primary mental abilities test and the values test.

MENTAL TESTS AND EDUCATIONAL MEASURES

99. 'Ukasha, Mohamed Fathi, "Mental Tests and the Degree to Which They Get Saturated by Reasoning Factors; A Factorial Study", (Darajat Tashabbu' Al-Ikhtibaraat Al-'Aqliyyah Bi-'Aawamel Al-Istidlaal; Dirasah 'Aamiliyyah), Faculty of Education, Mansurah University, Mansurah (Lower Egypt), 1980, 281 pages.

- Dissertation submitted to the Department of Educational Psychology of the Faculty of Education, Mansurah University, for obtaining the degree of Ph.D. in Education.

This dissertation consists of seven chapters.

In the first chapter, the writer stated the problem he proposes to investigate, reviewed a set of questions to which he sought answers, indicated the aims and scope of the research, underlined the importance of the subjects discussed and defined the terms frequently occurring in his work.

Chapter 2 is devoted to the theoretical framework of the research. Here, he reviewed a proposed plan for reorganizing the field of reasoning and a visualized plan for classifying the factors of reasoning. He indicated the numerical and spatial abilities of the content, dealt with changing the factorial structure of mental tests and specified the level of performance in mental tests.

In Chapter 3, he reviewed earlier research on related subjects and introduced his postulates.

Chapter 4 describes the writer's experimental design in carrying out his work and indicates the considerations taken into account in selecting examined groups. A description of these groups was made and, also, the tests used in the experiment were described. Here, the writer indicated how his tests were checked and how the primary sources were chosen for establishing a battery of tests. All tests used in the experiment were described in detail.

The results obtained by the writer were set forth in Chapter 5. These deal with the outcome of the factorial

analysis of reasoning tests, of variables involved in the research and of groups with maximum and minimum performance levels.

Chapter 6 contains the writer's comments on the final results transpiring from his work.

In the light of these results, the writer included in Chapter 7 a project proposed by him as having bearing on the dissertation's topic.

The dissertation ended with a summary of its contents, with some suggested topics for further research and with the writer's bibliography.

THE NATIONAL COUNCIL FOR EDUCATION, SCIENTIFIC RESEARCH AND TECHNOLOGY

Reports

100. A.R.E., Presidency of the Republic, Specialized National Councils, "Report by the National Council for Education, Scientific Research and Technology; Seventh Session, October 1979 - September 1980", (Taqreer Al-Majlis Al-Qawmi Lil-Ta'leem Wal-Bahth Al-'Ilmi Wal-Teknolojia; Al-Dawrah Al-Sabi'ah, October 1979 - September 1980), Cairo, 159 pages.

At its outset, the report reproduced the letter by which it was submitted to the President of the Republic. Recommendations adopted by the National Council for Education, Scientific Research and Technology in its earlier sessions were contained in this report, divided into five parts, namely:

Part 1 reviewed the discussions on literacy campaigns and reported a proposed plan for the eradication of illiteracy among males. It, further, reviewed the experience of some other states in combatting illiteracy.

The Second Part was devoted to public education.

Education in Azhari institutes was covered in Part 3 which emphasized the need for a rational educational policy applicable to Azhari institutes for girls and to text books used in Al-Azhar.

The fourth part consisted of recommendations on university and higher education and academic research and the means for enhancing both.

Two topics were covered by the fifth part, namely: the development and enrichment of the scientific atmosphere and the means whereby work in scientific research centers may be rationalized.

An appendix on the educational economics of primary education is attached to the report.

PEACE SCHOLARSHIPS

101. El-Sebaei, Labib, "Peace Scholarships", (Minah Al-Salam), "Al-Ahram Al-Iqtisadi" magazine, Issue No. 617, (November 10, 1980), pp. 24-25.

This article deals with the Peace Scholarships established following peace negotiations with Israel as reflected in a report prepared by the Egyptian Cultural Counsellor in the United States.

After reviewing the provisions of the Agreement establishing these Scholarships, indicating the number of scholarships involved, mentioning the conditions set for applying to receive such scholarship and describing the fields of study available under the Agreement, the writer reviewed a report by the Egyptian Cultural Counsellor in Washington based on a preliminary assessment prepared by the Counsellor's Office.

In his report, the Counsellor pointed to some obstacles stemming from the fact that these scholarships are placed under the supervision of US universities. The Counsellor gave his own views on and justifications for placing scholarships under the supervision of some major US

organizations. He drew a comparison between Peace Scholarships and other scholarships and explained the guarantees established to ensure that Egyptian scholars remain loyal to their Fatherland.

Concluding his article, the writer reproduced the Counsellor's views on the 1980/81 plan for sending Egyptians to the United States pursuant to these scholarships.

PERSONALITY

Impact

102. 'Abdul Fadeel, Madiha 'Osman, "Impact of Some Inherited Characteristics on Some Personality Traits", (Athar Ba'd Al-Sifaat Al-Mawruthah 'Ala Ba'd Simaat Al-Shakhsiyyah), Faculty of Education, Minia University, Minia (Upper Egypt), 1980, 137 pages + appendices.

- Dissertation submitted to the Department of Educational Psychology of the Faculty of Education, Minia University for obtaining the degree of M.A. in Education.

This dissertation is expounded in six chapters.

In Chapter 1, the writer stated the problem under discussion, indicated its scope and emphasized the need for studying it.

A review of earlier studies on related subjects is made in Chapter 2 in which the writer reviewed as well his postulates.

In Chapter 3, he described the method used in developing his subject, the sampling method and the inherited traits possessed by the sample. He reviewed, as well, the tools employed in his survey such as the personality test, the personality inventory test and the personality elements test for adults.

Chapter 4 explains the statistical approach used in the survey and the correlation between the variables.

A review of the results obtained by the writer follows. They deal with the correlation between certain personality traits and certain hereditary characteristics in both sexes, such as the colour of complexion, eyes and hair, the shape of the hair, the earlobe and the nose, the blood groups, the body's height and weight and the features and linaments of the face.

Likewise, the results revealed the statistically significant differences between dominance and seriousness among males and females, each separately.

These results are explained and discussed in Chapter 5.

In the sixth chapter, the writer reviewed her recommendations, summarized her dissertation and listed the reference books consulted in the course of compiling her material.

PHYSICAL EDUCATION

Intelligence

103. Sultan, Safeyya Mansur, "An Experimental Study of the Correlation Between Excellence in Group Games and Intelligence, Motor Abilities and Anxiety Level Among Girl Students in the Faculty of Physical Education for Girls in Alexandria", (Dirasah Tajreebiyyah 'An Al-Irtibaat Bayn Al-Tafawwuq Fil-Al'aab Al-Jama'iyyah Wa-Bayna Kullin Min Al-Zakaa Wal-Qudraat Al-Harakiyyah Wa-Mustawa Al-Qalaq Lada Talibaat Kulliyyat Al-Tarbiyah Al-Riyaadiyyah Lil-Banaat Bil-Iskandariyyah), Faculty of Physical Education for Girls, Helwan University, Alexandria, 1980, 150 pages.

- Dissertation submitted to the Faculty of Physical Education in Alexandria, Helwan University for obtaining the degree of Ph.D. in Physical Education.

This dissertation falls into eight chapters.

In her first chapter, the writer stated the problem being discussed, underscored the importance of this research, explained its justifications, aims and purposes and described her plan in developing it.

Chapter 2 is concerned with the basic concepts dealt with in the research, such as excellence, group games, intelligence, mental abilities and anxiety.

In her third chapter, the writer reviewed some earlier studies conducted on intelligence, motor abilities and anxiety.

The fourth chapter is concerned with the procedure employed in selecting the sample used in the preliminary survey and with the purposes envisioned from carrying out the preliminary survey.

In Chapter 5 she described the method used in developing the survey and in selecting the principal sample and introduced the tools employed. She, further, described in detail the principal survey conducted and the statistical approach used.

The results obtained from the survey are elaborated in Chapter 6. They deal with the correlation between distinction in group games and intelligence on the one hand, motor ability, on the other and the two types of anxiety on still another hand. These results were interpreted and discussed in Chapter 7.

The eighth chapter contains the writer's recommendations purporting that girl students at the time of final examinations and while assessing their class work should be subjected to tests in order to measure their motor abilities as they pertain to the basic skills required in group games. Likewise, girls examined for entering faculties of physical education should possess, as a prerequisite, an acceptable standard of motor ability.

The dissertation ended with the writer's bibliography consisting of Arabic and foreign reference material.

Variables

104. Hussein, 'Aida El-Sayyed Mohamed, "An Experimental and Factorial Study of the Bodily, Motor, Physiological and Psychological Variables Contributing to the Static and Motor Balance of Girl Students in the Faculty of Physical Education in Alexandria", (Dirasah 'Aamiliyyah Tajreebiyyah Lil-Mutaghayyeraat Al-Badaniyyah Wal-Harakiyyah Wal-Fisiolojiyyah Wal-Nafsiyyah Al-Mushimah Fil-Tawazun Al-Thabet Wal-Haraki Lada Talibaat Kulliyyat Al-Tarbiyah Al-Riyadiyyah Bil-Iskandariyyah), Faculty of Physical Education for Girls, Helwan University, Alexandria, 1980, 257 pages.

- Dissertation submitted to the Faculty of Physical Education for Girls in Alexandria, Helwan University, for obtaining the degree of Ph.D. in Physical Education.

This dissertation is divided into six chapters.

In her first chapter, the writer stated the problem being investigated and defined the aims and scope of her research.

Chapter 2 contains the theoretical framework of thesis.

In the third chapter, the writer reviewed some earlier studies and research conducted on related subjects and discussed their contents.

Chapter 4 is concerned with the factorial study. Here, she described the procedure adopted in selecting her sample from among girl students enrolled in all four years of the Faculty.

In her fifth chapter, the writer reviewed the results obtained from her factorial study and dealing with two categories of girls, one characterized with static balance and the other with motor balance. Variables dealing with bodily, motor, physiological and psychological factors contributing to the two types of balance are also reported and discussed.

Chapter six is devoted to the experimental study, the sample of which was chosen from among girls enrolled in

the second year. The sample was divided into groups according to the experimental variable involved. The results obtained with regard to the variables of the eye and ear and how they affect the static and motor balance are also reviewed in this Chapter.

In the recommendations put forward by the writer, she called for a repetition of the factorial study either through using different tools or using the same tools but choosing a different sample from the same community of girls or from another community of boys. She also advocated a factorial analysis of the static and motor balance, each separately, in order to determine whether such balance possesses the ability of being divided into more elementary and simpler abilities.

The writer's bibliography follows.

PHYSICAL EDUCATION INSTRUCTORS

Scientific Dissertations - Incentives

105. Mohamed, Mohamed 'Ali Ahmed, "Incentives and Possibilities As They Relate to Activities of Physical Education Instructors in the Preparatory Stage of Education for Boys", ('Ilaqat Al-Hawafez Wal-Imkanaat Bi-Nashaat Mu'allimee Al-Tarbiyah Al-Riyadiyyah Bil-Marhalah Al-I'daadiyyah Baneen), Faculty of Physical Education for Boys, Helwan University, Cairo, 1980, 198 pages.

- Dissertation submitted to the Faculty of Physical Education for Boys, Helwan University, Cairo for obtaining the degree of M.A. in Physical Education.

This dissertation falls into six chapters.

Chapter 1 states the problem under discussion, reviews the questions to which the dissertation addresses itself, indicates the importance of and need to the subject being surveyed and specifies the scope and aims of the research.

The second chapter is concerned with the research's theoretical framework, describes incentives and school possibilities and facilities and reviews earlier research on related subjects.

Chapter 3 describes the steps involved in the field survey, including the writer's method, the approach to the selection of a sample and the tools used in collecting data.

In Chapter 4, the writer described the statistical laws which assist in reaching conclusions and made a review of the conclusions thus reached, analysing and discussing them in Chapter 5.

The sixth chapter contains the writer's conclusions and recommendations purporting provision of the financial appropriations necessary for physical education in schools, provision of the necessary tools, equipment and playgrounds, payment of remunerations to instructors who train school teams in addition to professional allowances, abolition of the 2-semester system in schools, establishment of objective criteria for assessing instructors and treating them fairly and generating interest in physical education in schools in mass media.

Following a bibliographical list, the writer appended a set of statistical tables on inspectors, instructors and sports equipment in schools located in Cairo Governorate.

Scientific Dissertations -
Mental Health - Standards

106. Sha'ban, Amin 'Abdul Fattah, "Comparative Mental Health Study of Physical Education Instructors and Instructresses in the Secondary Stage of Education According to the Standards of Minnesota Multiphasic Personality Inventory (MMPI)", (Dirasah Muqaranah Lil-Sihhah Al-Nafsiyyah Kama Yaqisuha Miqyaas Minnesota Al-Muta'addid Al-Awjuh Lil-Shakhsiyyah Bayna Mu'allimee Wa-Mu'allimaat Al-Tarbiyah Al-Riyadiyyah Bil-Marhalah Al-Thanawiyyah), Faculty of Physical Education for Boys, Helwan University, Cairo, 1980, 135 pages + appendices.

- Dissertation submitted to the Faculty of Physical Education for Boys, Helwan University, Cairo, for obtaining the degree of M.A. in Physical Education.

The first of the six chapters of this dissertation consists of a foreword on the research's aims, postulates and assumptions and on the meaning of the terms used throughout.

Chapter 2 presents the theoretical framework of the research.

In Chapter 3, the writer made a review of earlier studies and research written on related subjects.

The fourth chapter contains a description of the method used in carrying out the field survey, including the approach to selecting the required sample and tools and the manner in which they were utilized.

In Chapter 5, the writer reviewed his findings on the significant differences between instructors and instructresses and between students of both sexes.

In his sixth chapter, the writer analysed and interpreted his findings and reviewed the recommendations put forward by him and advocated for adoption. These recommendations call for treating physical education as a credit subject included among the curricula's basic subjects, subjecting instructors and instructresses to psychological tests on a periodical basis, establishing a new system of incentives and provision of welfare programmes by the State for protecting instructors and instructresses against psychological disturbances.

The writer appended a bibliographical list of Arabic and foreign books consulted in his work and copy of Minnesota Multiphasic Personality Inventory (MMPI).

PHYSICAL FITNESS

Scientific Dissertations

107. Noureddine, Iman 'Abdul 'Aziz, "Impact of Certain Types of Motor Expression on the Development of Certain Elements of Bodily Fitness", (Taatheer Ba'd Anwaa' Al-Ta'beer Al-Haraki 'Ala Tanmiyat Ba'd 'Anaser Al-Layaqah Al-Badaniyyah), Faculty of Physical Education for Girls, Helwan University, Cairo, 1980, 13 pages

- Dissertation submitted to the Faculty of Physical Education for Girls, Helwan University, Cairo, for obtaining the degree of M.A. in Physical Education.

The first chapter of this dissertation, which consists of five chapters, states the problem under discussion, indicates its significance, postulates and scope and defines the terms used developing it.

The theoretical aspect of the research is covered in Chapter 2 where the writer described the elements of dancing and bodily fitness and reviewed earlier research on related subjects.

In Chapter 3, she described the procedure used in the field survey, indicated the manner in which she selected her sample and tools and showed how these tools were used in surveying members of the sample.

The results obtained from the survey in the area of ballet and creative dancing and their bearing on developing elegance and gracefulness are set forth in Chapter 4.

In her fifth chapter, the writer interpreted the survey's results and advanced practical recommendations calling for directing more attention to the elements of bodily fitness, vital in all types of dancing, ensuring that girls in their first year in the Faculty possess flexible shoulders and also ensuring that ballet dancing is learnt before modern creative dancing.

After listing her reference material in Arabic and English, the writer gave an outline of her dissertation in both languages and appended a list of the elements of bodily fitness.

PRE-SCHOOL EDUCATION

Development

108. El-Karef, Gaber Mahmoud Tulbah, "A Study of the Requirements for Developing Nurseries and Kindergartens in Daqahliyyah Governorate", (Dirasah Li-Mutatallibaat Tatweer Dur Al-Hadanah Wa-Riyaad Al-Atfaal Fi Muhafazat Al-Daqahliyyah), Faculty of Education, Mansurah University, Mansurah (Lower Egypt), 1980, 264 pages + appendices.

- Dissertation submitted to the Department of Educational Principles of the Faculty of Education, Mansurah University for obtaining the degree of M.A. in Education.

This dissertation is expounded in seven chapters.

In Chapter 1, the writer stated the problem he proposes to investigate, indicated the aims pursued by him, underlined the importance of his research, described his assumptions and procedure and defined the terms frequented in his work.

In Chapter 2, the writer reviewed the developments of the educational philosophy as it pertains to child up-bringing. After outlining the views expounded by Al-Ghazali and Friedrich Wilhelm August Froebel on child education, he reviewed the role of nurseries and kindergartens in the United States and the Soviet Union.

Chapter 3 is concerned with the functions and important role of nurseries and kindergartens and with the criteria of education as they apply to pre-school education.

The fourth chapter is devoted to nurseries and kindergartens in Egypt in general and in Daqahliyyah Province in Lower Egypt in particular. The history and development of these institutions were related at some length.

Chapter 5 is concerned with the field surveys undertaken by the writer. In reviewing the steps involved in the two surveys, he described the purposes envisioned, the tools employed - which included two questionnaires, one addressed to parents and one to nursery and kindergarten supervisors - the sampling method and the statistical approach to the writer's conclusions.

Results obtained from the two field surveys are set forth in Chapter 6. These pertain to the different problems faced by nurseries and children's schools in Daqahliyyah Governorate and hindering the proper performance of their respective functions.

In his seventh chapter, the writer reviewed a project proposed by him for the development and modernization of nurseries and kindergarten in his native Governorate of Daqahliyyah.

The dissertation ended with the writer's bibliography of Arabic and other books to which he made reference in his research.

PREPARATIONS FOR ACADEMIC YEAR

Legislations

109. A.R.E., Legislations, Laws, Regulations ... etc., "Circular No. 61 Dated August 5, 1980 in Connection with the Preparations for the Academic Year 1980/81 in Teacher Training Colleges", (Nashrah 'Aammah Raqm 61 Bi-Tareekh 8/5/1980 Bi-Shaan Al-Isti'daad Bi-Dur Al-Mu'allimeen Wal-Mu'allimaat Lil-'Aamm Al-Dirasi 1980/81), Cairo, Cabinet of the First Undersecretary of the Ministry of Education for Primary Education and Teacher Training Colleges, Ministry of Education, 1980, 17 pages.

Following an introduction on the importance of the subjects covered by the Circular and the need for giving them serious consideration and for taking the practical measures to ensure their implementation, the Circular discussed the preparations contemplated for the new academic year in teacher training colleges in five parts.

Part 1 deals with school plans and organization. Here, an indication is given as to the procedure to be followed in admitting new students in the first year and assigning students to the different majors in the fourth year. Other subjects covered in this Part include: compliance with the

budgetary appropriations for each class, refurbishment and repair of the school buildings, completion of the necessary equipment, organizing school hostels, student nutrition and financial loans, maintenance of discipline and supervising the primary school annexed to each teacher training college.

The second part deals with curricula, syllabi and compliance with the directions received from the Administration of Technical Guidance regarding all school subjects.

Part 3 is concerned with student affairs, examinations and provision of opportunities for completing the academic and educational qualification of teachers.

The fourth part deals with technical guidance, its concept and means as applied to education.

Part 5 is concerned with educational experimentation and training and the elements to be taken into consideration in formulating plans for these two aspects of education.

PREPARATORY SCHOOLS

Extra-Curricular Activities - Comparative Study - Problems

110. Ahmed, Shaker Mohamed Fathi, "A Comparative Study of the Problems of Extra-Curricular Activities in the Preparatory Stage in the Arab Republic of Egypt, the United States of America and England", (Dirasah Muqaranah Li-Mushkilaat Al-Nashaat Al-Madrasi Bil-Marhalah Al-I'daadiyyah Fi Jumhuriyyat Misr Al-'Arabiyyah Wal-Wilayaat Al-Muttahidah Al-Amrikiyyah Wa-Injilterra), Cairo, Faculty of Education, 'Ain Shams University, 1980, 321 pages.

- Dissertation submitted to the Department of Comparative Education and Educational Administration of the Faculty of Education, 'Ain Shams University, for obtaining the degree of M.A. in Education.

The topic of this dissertation is discussed in eight chapters.

In his first chapter, the writer stated his problem, defined the scope of his research, underlined its importance, indicated its aim, reviewed earlier writings on related subjects and described his method and tools.

The concept, philosophy, objectives, significance and functions of extra-curricular activities in the educational process are discussed in Chapter 2.

A historical account of the preparatory stage in Egypt, including its inception, organization, extra-curricular activities and development, is given in Chapter 3.

The writer's field survey is reported in Chapter 4. After describing the manner in which he selected his sample and tools and the method used in subjecting the questionnaire forms to statistical treatment, the writer reviewed the results obtained from the field survey which dealt with the existence of and supervision over extra-curricular activities societies in preparatory schools.

Chapters 5 and 6 are respectively concerned with extra-curricular activities in the intermediate stage in the United States of America and England.

An analytical comparison between extra-curricular activities in the preparatory stage in Egypt and in both the U.S. and England is contained in Chapter 7.

The eighth and last chapter carries the writer's suggestions and recommendations which deal with extra-curricular activities in general, certain types of activities in particular and other types which require further study and research.

The dissertation ended with a list of reference books and a set of three questionnaire forms used in the field survey.

Quantitative Waste

111. Thabet, 'Ali Zaki, "Quantitative Waste in Preparatory Education in the Arab Republic of Egypt", (Al-Faqed Al-Kammi Fil-Ta'leem Al-I'daadi Fi Jumhuriyyat Misr Al-'Arabiyyah), Faculty of Education, Minya University, Minya (Upper Egypt), 1980, 228 pages + appendices.

- Dissertation submitted to the Department of Educational Principles of the Faculty of Education, Minia University for obtaining the degree of M.A. in Education.

This dissertation consists of an introduction and six chapters.

In his introduction, the writer indicated how the problem in question is felt, defined the scope, method, plan, postulates and terms pertaining to the research and reviewed some earlier work or related subjects.

Chapter 1 is concerned with the preparatory stage of education. It describes the developments through which it has passed, explains its aims and problems and relates the history of the technical and practical preparatory education as well as its organization and problems.

In Chapter 2, the writer dwelt on some of the economic aspects of education in the preparatory stage and indicated how educational efficiency may be measured.

The third chapter is devoted to the cost of preparatory education. A review is made of the expenses incurred over the years, of the budget of the Ministry of Education, of the cost per pupil and of the funding of the preparatory stage of education.

Chapter 4 deals with the concepts of waste in education. These include cases of failure and dropouts. An attempt was made at estimating the cost of waste and determining the causes of failure and dropouts.

In Chapter 5 a synopsis is given of the methods used in measuring waste whether resulting from failure or from dropping education. Failures and dropouts were expressed in percentages.

The sixth chapter contains a review of the results obtained from the research, dealing mainly with failure and dropouts in the first through third year preparatory.

After proposing some related topics for further elaboration, the writer listed his reference material and appended statistical data on the budget of the Ministry of Education and the number of failures and dropouts.

Teaching - Mathematics

112. Guirguis, Fadi Kamal 'Aziz, "An Analytical Study of Familiar Mistakes Made in Rounding off Numbers in the Preparatory Stage of Education; Experimentation on Some Approaches for Treating Them", (Dirasah Tahliliyyah Lil-Akhtaa Al-Shaai'ah Fi Jabr Al-A'daad Bil-Marhalah Al-I'daadiyyah Wa-Tajreeb Ba'd Turuq 'Ilaajiha), Faculty of Education, Assiut University, Assiut (Upper Egypt), 1980, 286 pages + appendices.

- Dissertation submitted to the Department of Curricula and Teaching Methods of the Faculty of Education, Assiut University for obtaining the degree of M.A. in Education.

This dissertation is comprised in eight chapters.

Chapter 1 states the problem at hand, indicates the importance of studying it, shows to what extent its impact is felt and describes the writer's plan in developing his research, including its scope, terminology, postulates, tools and procedures.

In the second chapter, he reviewed earlier research in Arabic and other languages on related subjects and commented on them.

Chapter 3 is devoted to the writer's field survey. After describing the tools used in his survey, which included a questionnaire addressed to mathematics inspectors and teachers, he stated the aims of this questionnaire, described the manner in which it was designed, the procedure followed in selecting a sample among inspectors and

teachers and the policy pursued in applying the questionnaire. He, further, described the manner in which pupils' note-books and homework were checked and the method of simple observation used with pupils. He explained, as well, how a specimen of answers to examination questions was checked. Accomplishment tests were also dealt with in this chapter.

The results obtained by the writer from his field survey were covered in Chapter 4.

Mistakes repeatedly made in mathematics were explained from the point of view of inspectors and teachers, from the individual interviews with and observation of pupils and from the writer's own conclusions drawn from earlier research. Chapter 5 contained all these explanations.

Chapter 6 contains some remedies to the mistakes committed by pupils and guidelines on the preparation of lessons designed for remedying these mistakes.

In Chapter 7, the writer explained the concepts of the zero, distribution, numbers' density and the like.

The eighth chapter contains a summary of the dissertation and a set of conclusions dealing with mathematics concepts, skills and facts.

A list of books consulted in the preparation of this thesis is appended.

PREPARATORY AND SECONDARY STAGES

Development - Numerical Ability

113. Ibrahim, Shahirah 'Abdul Hadi Mohamed, "Development and Differentiation of the Numerical Ability Among Both Sexes in the Age Group from 11 to 17 Years", (Numuw Al-Qudrah Al-'Adadiyyah Wa-Tamauzuha Lada Kullin Min Al-Jinsayn Fil-Marhalah Al-'Umariyyah Min (11-17) 'Aaman), Faculty of Education, Mansurah University, Mansurah (Lower Egypt), 1980, 457 pages.

- Dissertation submitted to the Department of Educational Psychology of the Faculty of Education, Mansurah University for obtaining the degree of M.A. in Education.

The subject of this dissertation is discussed in seven chapters.

In Chapter 1, the writer stated her problem, indicated the aims sought from the research, stressed the importance of this subject, specified the scope of the work and defined the terms frequented in the process.

Chapter 2 is concerned with the basic concepts dealt with in the research, such as mental development and differentiated mental activity. Here, she reviewed her visualized concept of the development and differentiation of the numerical ability.

In Chapter 3, the writer reviewed the earlier research on related subjects, commented thereupon and drew some conclusions therefrom. She, then, reviewed the hypotheses established for the purpose of her survey.

Chapter 4 is devoted to the field survey. The writer described her method, the practical steps involved, the appropriate tests selected the sampling method and the procedure for applying the tests. She also described the statistical method used in reaching the required results.

The writer's results are elaborated in Chapter 5. These deal with the development and contents of the numerical ability among boys and girls of all age groups.

In Chapter 6, she analysed and discussed her results in the light of the earlier research and the present hypotheses.

The seventh chapter contains a summary of the thesis, a suggested project for developing the individual's mental abilities and the writer's bibliography.

PRIMARY EDUCATION

Modern Mathematics Teaching - Evaluation

114. Hussein, Ibrahim Sayyed, "Evaluation of Certain Elements Involved in the Experiment of Teaching Modern Mathematics in the Primary Stage in the Town of Minia", (Taqweem Ba'd 'Anaser Tajrubat Tadrees Al-Riyadiyyat Al-Hadithah Bil-Marhalah Al-Ibtidaiyyah Bi-Madinat Al-Minia), Faculty of Education, Minia University, Minia (Upper Egypt), 1980, 118 pages + appendices.

- Dissertation submitted to the Department of Curricula and Teaching Methods of the Faculty of Education, Minia University for obtaining the degree of M.A. in Education.

This dissertation, which deals with certain aspects of the experiment of teaching modern mathematics in the town of Minia in Upper Egypt, is divided into seven chapters.

In Chapter 1, the writer stated the problem being probed, underlined the importance of the research undertaken, indicated the aims, scope and assumptions of the study, lists the questions to which answers are found in this work, describes his plans and sampling methods and defines the terms used in the research.

Chapter 2 sets the theoretical framework of the research. Here, the writer dealt with the development of mathematics sciences, the criteria established for shifting from the traditional curricula of mathematics in the primary stage to the new curricula of modern mathematics, the aims of the primary stage and the aims of teaching mathematics in that stage.

In Chapter 3, the writer reviewed earlier studies written on related subjects.

An attempt is made in Chapter 4 to analyse the contents of mathematics curricula and to indicate the aims, criteria, method and results of the analysis as it pertains to the subjects of mathematics taught in the four years of

the primary stage. This is followed by a quantitative analysis of the curriculum of modern mathematics in the fourth year secondary.

The results of the accomplishment tests made are covered in Chapter 5.

In Chapter 6, the writer discussed the suitability of modern mathematics curricula taught in the first four years of the primary stage in the light of the views expressed by teachers in symposia and in questionnaires, and with due consideration to student accomplishment level and student acquisition of skills improving their performance.

Chapter 7 contains the writer's recommendations, a summary of the thesis and a bibliographical list.

Preparations for the School Year

115. A.R.E., Legislations, Laws, Regulations ... etc., "Circular No. 82 Dated September 22, 1980 in Connection with the Preparations for the School Year 1980/81 in Primary Schools", (Nashrah 'Aammah Raqm 82 Bi-Tareekh 9/22/1980 Bi-Shaan Al-Isti'daad Lil-'Aamm Al-Dirasi 1980/81 Bil-Madares Al-Ibtidaiyyah), Cairo, Cabinet of the Undersecretary of the Ministry of Education for Primary Education and Teacher Training Colleges, Ministry of Education, 1980, 43 pages.

Following an introduction on its importance as a communication media between the central and local agencies of the Ministry of Education, the Circular outlined the preparations for the academic year 1980/81 in primary schools under seven broad headings.

Under the first heading, school plans and organization were explained. Here were indicated the steps involved in effecting the maintenance and repair of school buildings, completing school equipment and furniture, dividing classes according to budgetary appropriations, promoting the experiment of basic education and raising the standard of one single class schools which are to be spread in villages and remote farms.

The second heading is concerned with student affairs and examinations. Here are explained the methods used in evaluating pupils, attending to those academically retarded, admitting new pupils in the primary stage and re-admitting former ones.

The third heading deals with kindergartens and nurseries. Here, the programme of action in nurseries is elaborated together with the respective roles of nursery supervisors and headmistresses in ensuring for the child proper development bodily, socially, mentally and culturally.

The fourth heading is concerned with the centers created for pupils completing their primary education. Conditions of admission in these centers and their curricula are elaborated.

The fifth is concerned with curricula and with text books dealing with Islamic and Christian education, civics, sciences, mathematics, physical education and music.

The sixth heading is concerned with local follow up and methods of technical guidance.

Under the seventh heading are reviewed the important circulars and Ministerial Resolutions having bearing on the primary stage.

PRIMARY SCHOOLS

Dropouts

116. Sa'd, Samir Louis, "Dropouts in Primary Education from the Academic Year 1956/57 to 1978/79", (Al-Tasarrub Min Al-Ta'leem Al-Ibtidaei Min Al-'Aamm Al-Dirasi 1956/57 Hatta 1978/79), A Statistical Study, Cairo, National Center for Educational Research, 1980, 101 pages.

At the beginning of this study, the writer gave a summary of its subject and conclusions and reviewed earlier studies conducted on dropouts indicating, as well, the aims of the present study.

After defining dropouts and explaining how relevant statistics are made, the writer mentioned the type of data necessary for counting dropouts and absenteeism in schools from the sixth year primary on.

He then analysed the numbers and rates of dropouts, saying that pupils drop studying in batches. He followed these batches from the day they enter the first year primary and until the end of the primary stage.

He went on to review the process whereby he reached the rate of dropouts and drew his conclusions regarding the economic, social and educational factors leading to this phenomenon, pointing to the waste in the Ministry of Education's budget by reason of dropouts in primary education.

Twenty one statistical tables on numbers and rates of dropouts are appended, constituting the data on the basis of which he reached his conclusions. A list of Arabic books consulted in the preparation of this study followed.

Mathematics - Teaching - Legislations

117. A.R.E., Legislations, Laws, Regulations ... etc., "Circular No. 97 Dated October 11, 1980 in Connection with the Teaching of Modern Mathematics in the Primary Stage", (Nashrah 'Aammah Raqm 97 Bi-Tareekh 10/11/1980 Bi-Shaan Tadrees Al-Riyadiyyaat Al-Hadithah Bil-Marhalah Al-Ibtidaiyyah), Cairo, Cabinet of the Undersecretary of the Ministry of Education for Primary Education and Teacher Training Colleges, Ministry of Education, 1980, 1 page.

After reviewing Circular 980/1978 which suspended the experiment of teaching modern mathematics in the sixth year primary, the Circular explained that teaching this course in some primary schools prejudices the principle of equal opportunities and has its bearing on the quality of examinations.

It, further, reviewed the efforts exerted by the Ministry of Education to ensure consistency between modern and traditional mathematics.

In conclusion, the Circular underscored the importance of complying with the established mathematics curricula in the academic year 1980/81, treating the present courses of modern mathematics in primary education as additional curricula.

Premature Children - Traits

118. El-Banna, Is'aad 'Abdul Azim Mohamed, "A Comparative Study of Some Bodily, Mental and Personality Traits Among Both Normal and Premature Children in the Primary Stage of Education", (Dirasah Muqaranah Li-Ba'd Al-Simaat Al-Jismiyyah Wal-'Aqliyyah Wal-Shakhsiyyah Lada Kullin Min Al-Atfaal Al-'Aadeyyeen Wal-Mubtasareen Fil-Marhalah Al-Ibtidaaiyyah), Faculty of Education, Mansurah University, Mansurah (Lower Egypt), 1980, 176 pages + appendices.

- Dissertation submitted to the Department of Educational Psychology of the Faculty of Education, Mansurah University, for obtaining the degree of M.A. in Education.

This dissertation is elaborated in five chapters.

In Chapter 1, the author stated the problem under discussion, indicated the purpose sought from this research specified the scope of research and defined the terms repeatedly occurring in the process.

Chapter 2, which is devoted to the theoretical framework of the research, reviews the bodily, mental, social and emotional traits in late childhood, indicates the various features of growth experienced by the normal child in his late childhood and explains the causes resulting in premature birth. The writer, also, reviewed certain features of growth in the premature child immediately after birth, indicated the factors which accompany growth or lead to death and, for the purpose of establishing

her postulates, reviewed earlier research on related subjects.

The third chapter deals with the field survey undertaken by the writer. After describing her sampling method and the tools utilized in her research, she explained the system used in subjecting her data to statistical analysis.

In her fourth chapter, the writer reviewed the results obtained from her research which deal with certain personality traits in premature children as compared with those in the normal child relative to height, bodily strength and social and mental development. These results were discussed and commented upon in Chapter 5. A project aimed at checking the effect of premature birth on children's growth was proposed by the writer in the light of her research.

Following the bibliographical list, a set of appendices were annexed containing pictures of premature children in different stages of childhood, copy of the illustrated intelligence test, copy of the socio-economic standard form, copy of the health condition form and copy of the personality test for children.

School Organization and Administration

119. A.R.E., Legislations, Laws, Regulations ... etc., "Circular No. 116 Dated November 19, 1980 in Connection with the Quota of the Supervising Deputy Headmaster and the Supervising Senior Teacher in Primary Education and the Established Compensations for any Periods in Excess of the Quota", (Nashrah 'Aammah Raqm 116 Bi-Tareekh 11/19/1980 Bil-Shaan Nisaab Al-Wakil Al-Mushref Wal-Mudarres Al-Awwal Al-Mushref Bil-Ta'leem Al-Ibtidaei Wal-Mukafaat Al-Muqarrarah Lil-Hessas Al-Zayedah 'An Al-Nisaab), Cairo, Cabinet of the Undersecretary of the Ministry of Education for Primary Education and Teacher Training Colleges, Ministry of Education, 1980, 1 page.

This Circular serves as a reminder of the regulations established in Ministerial Resolutions Nos. 160 of 1976

and 188 of 1979 and Circular No. 1 of 1978 in connection with the appointment of deputy headmasters in primary schools, the payment of remunerations to supervising deputy headmasters and supervising senior teachers and the respective remunerations payable to deputy headmasters and senior teachers in the event they are required to teach in excess of their quota of periods.

The Circular stressed the need for ensuring that no shortage or surplus in teachers is occasioned in any primary school. It prescribed the steps to be taken in the event of any shortage in teachers in a given school.

Science Teaching

120. Shehabuddin, Kawsar 'Abdul Rehim Mahmoud, "Attitude of Primary School Teachers Towards Science and Science Teaching", (Ittijahaat Mu'allimee Al-Marhalah Al-Ibtidaiy-yah Nahw Al-'Ilm Wa-Tadrees Al-'Ulum), Faculty of Education, Assiut University, Suhag, 1980, 166 pages + appendices.

- Dissertation submitted to the Department of Curricula and Teaching Methods of the Faculty of Education in Suhag, Assiut University, for obtaining the degree of M.A. in Education.

This dissertation is tackled in seven chapters.

In Chapter 1, the writer stated the problem at hand, stressed the importance of studying it, defined the aims of and the terms used in the research, specified the scope and general plan of the thesis and described the manner in which she selected her sample.

A review was made in Chapter 2 of the studies and research undertaken earlier on related subjects.

Chapter 3 is devoted to the research's theoretical frame-work. Here, the writer defined attitudes, indicated their significance and the need to study them and described how

they are measured. She also dealt with the nature of and attitude to sciences and their components and fields, then described the general characteristics involved in the teaching of sciences and the aims sought from teaching them as regards their components, teaching methods, activities and evaluation.

In Chapter 4, the writer explained the manner in which she selected her sample, applied her yardstick and measured attitudes towards sciences and towards the teaching of sciences.

The writer's results were subjected to statistical treatment in the fifth chapter and the attitudes of primary school teachers towards sciences and towards teaching them were expressed in terms of percentages. In the light of these percentages, she talked on the impact of science teaching on contemporary scientific progress.

In the opinion of the writer, the percentages revealed by her research are too modest to correspond to the teacher's role in scientific and social progress.

The results obtained by the writer were analysed and interpreted in Chapter 6.

The concluding Chapter 7 contained an outline of the dissertation, a set of recommendations and a bibliographical list.

PRIVATE EDUCATION

The Principle of Equal Opportunities

121. Fahmi, 'Ali, "Private Education and Equal Opportunities", (Al-Ta'leem Al-Khaass Wa-Takafou Al-Furas), Cairo, Club of Teaching Bodies, Cairo University, 1980, 9 pages.

Following an introduction on the obstacles facing scientific research in Egypt, the writer talked on the aristocracy of science, culture and education in old ages and showed how

Islam has advocated a democratic policy towards education.

The writer then followed up the developments undergone by education in Egypt, saying that British occupation is responsible for the emergence of private schools which charge tuition fees. Here, he talked on high level private education and private schools designed for the elderly and repeats, showing the evils of both types of private education.

Moving to the proposed private university, the writer explained what is meant by a university in general and showed the significance of the preparatory steps taken for creating a private university. Here, he added that the Egyptian Government has been reluctant in taking part in this project, making way for foreign participation with all that lies behind it.

In conclusion, he underlined the need for developing and rationalizing the existing system of free education, saying that this would result in curtailing the role of private education.

PUPILS

Re-enrollment - Legislations

122. A.R.E., Legislations, Laws, Regulations ... etc., "Ministerial Resolution No. 109 Dated October 11, 1980 in Connection with the Re-enrollment of Pupils in the Third Year Preparatory and in the General Secondary Schools in the Academic Year 1980/81", (Qaraar Wizari Raqm 109 Bi-Tareekh 10/11/1980 Bi-Shaan I'aadat Qayd Al-Tullab Bil-Saff Al-Thaleth Bil-Madares Al-I'dadiyyah Wal-Thanawiyyah Al-'Aammah Lil-'Aam Al-Dirasi 1980/81), Cairo, Minister's Cabinet, Ministry of Education, 1980, 2 pages.

This Resolution is concerned with certain categories of pupils who may be re-enrolled in preparatory and general secondary schools.

Consisting of six articles, the Resolution enumerates in Article 1 the cases in which renewed registration in the third year preparatory and general secondary classes is permissible.

Article 2 describes the procedure to be followed in this renewed registration and the bases on which comparison is made between pupils applying for registration.

The third article deals with the case of pupils who, though succeeding in general secondary certificate examinations, are applying for renewed registration for the purpose of obtaining a better score. The article explains the steps to be taken in respect therewith.

Article 4 specifies the fees payable for renewed registration and the manner in which payment is effected.

The fifth article deals with the role of Educational Directorates in advertising dates of renewed registration and in handling the pertinent formalities, while the sixth and last article deals with the implementation of the Resolution.

RELIGIOUS EDUCATION

Aims

123. Hebaish, Munir Mustafa, "Religious Education: Means and Ends", (Al-Tarbiyah Al-Deeniyyah; Wasaiyl Wa-Ahdaaf), "Al-Rayed", teachers' magazine, 25th year, Issue No. 4, (December 1980), p. 39.

After indicating the importance of religious knowledge in developing children's personality and influencing conduct, the writer reviewed the duties of educators in promoting good conduct and implanting the religious creed in the souls of primary school children.

The writer then discussed the respective roles of inspectors and teachers in ensuring that religious education realizes

its aims and links religion to life and society saying that emphasis should be laid upon proper planning, provision of adequate facilities, diversification of religious activities, improving on religious radio programmes and purification of religious thought from any superstitions and misleading interpretations.

Conferences

124. "Conference on Religious Education", Cairo, September 13-18, 1980, "Sahifat Al-Maktabah", (Library Magazine), Vol. 12, Issue No. 3, (October 1980), pp. 52-55.

An account is given in this article of the conference held in Cairo on religious education during September 1980, the reasons behind its convocation, the organizations and personalities which took part in it, the address delivered by the Minister of Education and the recommendations adopted at the conclusion of the Conference.

These recommendations dealt with: memorization and comprehension of the Holy Quraan, introduction of religious education into university syllabi, participation by the religious bodies of the Ministry of Education in Islamic academies and conferences, contribution by the mass media in deepening religious values, collaboration of the religious bodies of the Ministry of Education and the Ministry of Religious Endowments (Waqf) in religious enlightenment, consolidation of the system of religious pioneers, establishment of an office for issuing religious rulings (Fatwas), provision of religious educational aids in schools, increasing the number of periods of religious education in industrial schools, establishment of a prayer place in each school, opening schools in summer holidays for the memorization of the Holy Quraan, provision of religious books in school libraries, revision of religious books, issuing an interpreted Quraan to each pupil and developing religious contests.

REPATRIATED PUPILS

Admission - Legislations

125. A.R.E., Legislations, Laws, Regulations ... etc., "Ministerial Resolution No. 79 Dated August 17, 1980 Amending Article 30 of Ministerial Resolution No. 126 of 1978 in Connection with the Conditions of Admission Applicable to Expatriate and Repatriated Pupils and with Scholarships Granted to Expatriate Pupils", (Qaraar Wizari Raqm 79 Bi-Tareekh 8/17/1980 Al-Khaass Bi-Qawaa'id Ilhaaq Al-Tullaab Al-Wafedeen Wal-Tullaab Al-'Aaiydeen Min Al-Kharej Wal-Minah Al-Diraasiyyah Lil-Tullaab Al-Wafedeen), Cairo, Minister's Cabinet, Ministry of Education, 1981, 1 page.

This Resolution, which comprises only one article, deals with Egyptian pupils who have been away for two or more years in a non-Arabic speaking country and the treatment to be given them upon their repatriation and application for re-admission in Egyptian schools.

The Resolution specifies the relevant conditions as to their academic level in Arabic, civics and religion tested at the end of the academic year immediately following their return and the ensuing year.

The Resolution also describes the treatment to be given to Egyptian pupils who have completed Egyptian public examinations at A.R.E.'s embassies abroad.

SCHOLARS

Problems

126. El-Sebaei, Labib, "Three Thousand Egyptian Scholars in 150 American Universities", (3 Alaaf Mab'outh Misri Fi 150 Jami'ah Amrikiyyah), "Al-Ahram Al-Iqtisadi" magazine, Issue No. 618, (November 17, 1980), pp. 20-21.

In dealing with the problems of some three thousand Egyptians studying under scholarships in one hundred and

fifty US universities, the writer relied heavily on a report by the Egyptian Cultural Coursellor in Washington.

Two major problems were cited, one dealing with the inadequacy of the stipends issued to scholars and the other with health security. The writer described the manner in which the Egyptian authorities managed to overcome these problems.

Another problem mentioned by the Cultural Counsellor is that students of commerce fail to meet the two requirements of language proficiency and academic abilities. Thanks to its efforts, the Cultural Office did manage to overcome this problem.

Keeping Egyptian scholars attached to their Fatherland is a major function of the Cultural Office which proposed to enlist their interest through a series of lectures, symposia, movie programmes and exhibitions.

Concluding his article, the writer described the efforts of the Egyptian Cultural Office in Washington in establishing close links between Egyptian and US universities.

SCHOLARSHIPS

Planning

127. Gohar, 'Ali Saleh, "Utilization of Cost vs. Return Analysis in Planning the Scholarship System in the Arab Republic of Egypt", (Istikhdaam Tahleel Al-Taklefah Wal-'Aayed Fil-Takhteet Li-Nizaam Al-Ba'thaat Fi Jumhuriyyat Misr Al-'Arabiyyah), Faculty of Education, Mansurah University, Mansurah (Lower Egypt), 1980, 259 pages.

- Dissertation submitted to the Department of Educational Principles of the Faculty of Education, Mansurah University for obtaining the degree of Ph.D. in Education.

This dissertation consists of an introduction and four parts subdivided into ten chapters.

In his introduction, the writer stated the problem under discussion, indicated the importance of studying it, described his method in developing the research and defined the scope of the work and the glossary used throughout.

Part 1, consisting of three chapters, dealt with educational planning. After defining the concept of educational planning and the development of its philosophy, he reviewed the reasons warranting interest in planning in general and in Egypt in particular. He touched upon the problems encountered in the course of educational planning in Egypt and described the method used in this respect.

The second part, also comprising three chapters, deals with the problem of brain drain. After explaining what is meant with this expression, the writer indicated the serious proportions of brain drain in Egypt as exemplified in the statistics which show by profession, age and country the number of Egyptian scholars who failed to return to their native country after completing the requirements of their post-graduate education in foreign countries.

An endeavour was made by the writer to trace the causes for such brain drain, being war, strenuous conditions in one's own community, attractive conditions in developed communities and factors of a personal nature.

Part three, consisting of one chapter, is devoted to a review of earlier research on related subjects. The results obtained from such research were elaborated.

The fourth and last part, which comprises three chapters, is concerned with an attempt to determine whether or not the writer's hypotheses are correct through the use of a model covering scholarships and post-graduate studies in Egypt.

Subjects dealt with in this Part are: the historical development of post-graduate education in Egypt and abroad, the consequences of training faculty locally or abroad and the exemplary plan proposed for the system of scholarships and post-graduate studies in Egypt. Optional suggestions were made to ensure flexibility and feasibility of the proposed plan.

The writer's bibliography was set at the end of the dissertation.

SCHOOL ACTIVITIES

Duties

128. Mahmoud, Sumayyah Sayyed, "The Role of Extra-Curricular Activities in Attaining Educational Goals", (Dawr Al-Nashaat Al-Madrasi Fi Tahqeeq Ahdaaf Al-Tarbiyah), "Al-Rayed", Teachers' Magazine, 25th year, Issue No. 2 and 3, (June and September 1980), pp. 74-75.

In the introduction, the writer underlined the experience and skills which a pupil may acquire from engaging in the different types of school activities, vital of which are sports, reading and discussion.

She went on to say that schools were forced by recent circumstances to curtail their extra-curricular activities and to limit the number of groups engaged in them.

After talking on student councils, social service groups and school clubs, the writer said that these and similar activities are essential for preparing citizens to face life outside the school. In this connection, she related her own experience with extra-curricular activities which she had gained through an English language club set up in the school. Pupils found in this club a valuable source of experience as they engaged in its various activities, such as school radio programmes, contests, dramatics and audio-visuals.

In conclusion, she indicated how useful extra-curricular activities prove to be even if involving one single school subject.

SCHOOL FEES

School Organization and Administration - Legislations

129. A.R.E., Legislations, Laws, Regulations ... etc., "Circular No. 115 Dated November 19, 1980 in Connection with the Regulations Governing Expenditure from the Proceeds of School Activity Fees Decreed by Ministerial Resolution No. 156 of 1974", (Nashrah 'Aammah Raqm 115 Bi-Tareekh 11/19/1980 Bi-Shaan Qawa'id Al-Sarf Min Haseelat Rusum Al-Nashaat Al-Muqarrarah Bil-Qaraar Al-Wizari Raqm 156 Li-Sanat 1974), Cairo, Cabinet of the Deputy Minister, Ministry of Education, 1980, 1 page.

Following a review of Ministerial Resolutions and Circulars under which school fees for athletic, cultural and artistic activities were established and expenditure therefor was regulated, the Circular made specific reference to Circular No. 108 of 1980 which stipulated that the proceeds of such fees are to be shared between the school, the respective Educational Directorate and the Administration of Education and stated that henceforth, the proceeds shall be spent exclusively on social activities for the reasons explained therein.

SCIENCE CLUBS AND MUSEUMS

130. Hamdi, Gamil 'Ali, "Science Clubs in Museums", (Nawaadi Al-'Ulum Fil-Mataahef), Cairo, Academy of Scientific Research and Technology, 1980, 12 pages.

- Paper presented at the First Symposium on Museums, Cairo, December 1-3, 1980.

After indicating that science museums are keenly interested in featuring topics which have a strong bearing on the citizen's daily life and which emphasize the educational element, the writer stressed the need for coordinating the relation between the activities performed by science clubs and those of museums, describing the manner in which such coordination may be organized.

By way of demonstration, he described the respective activities of science clubs addressed to the various age groups from early childhood to adulthood. These groups are classified into three categories, namely: the category of the age 3-4 to the age of 5-6, the category of 5-6 to 11-12 and the category of 11-12 to eighteen.

In this connection, he related the experience of establishing cooperation between science museums and Al-Ahram science clubs, showing that this collaboration which started since 1969 has been instrumental in establishing specialized science clubs for astronomy and missiles and some other

clubs in Egyptian towns, such as the science club of shubramant and the environmental club in Kafr Hakim.

In conclusion, the author reviewed some useful suggestions for the expansion of cultural clubs in the various museums.

SCIENTIFIC RESEARCH AND EDUCATIONAL BODIES

Tasks

131. Hammam, Ahmed Hammam Ibrahim, "Relation Between Scientific Research in the Area of Education and the Agencies Responsible for Drawing and Executing the Educational Policy", ('Ilaqat Al-Bahth Al-'Ilmi Fi Majaal Al-Tarbiyah Bi-Ajhizat Rasm Wa-Tanfeez Al-Siassah Al-Ta'leemiyyah), Faculty of Education, Al-Azhar University, Cairo, 1980, 310 pages + appendices.

- Dissertation submitted to the Department of Educational Administration and Planning of the Faculty of Education, Al-Azhar University for obtaining the degree of M.A. in Education.

The first of the seven chapters comprised in this dissertation is an introduction in which the writer stated his problem, underlined its importance, described his method and scope of work and reviewed some earlier writings on related subjects.

In Chapter 2, the writer dealt with scientific research in the area of education and showed its role in enriching educational practice and rationalizing the educational process.

The third chapter contains a review of some world approaches to the relation between scientific research and the educational policy in some Eastern, Western, Asian and African regimes. After reviewing the activities of some international organizations, he cited examples from the Arab World demonstrating this relationship.

Chapter 4 consists of a historical account of the developments undergone by scientific research agencies engaged in the area of education and contains a review of the relations existing between such agencies and the agencies responsible for drawing and carrying out the policy of education in Arab countries and in Egypt.

The writer's field survey is covered in Chapter 5. Here, he surveyed agencies of scientific research engaged in educational matters, principally faculties of education belonging to Egyptian universities, the National Center of Educational Research, the National Center of Social and Criminal Research, the National Institute of Planning, the Arab League Educational, Scientific and Cultural Organization (ALESCO) and the Egyptian National Committees liaising with the UNESCO.

In Chapter 6, the writer studied the agencies involved in the drawing and implementing of the educational policy in Egypt such as the National Council for Education, Scientific Research and Technology, the Ministry of Education, the Association of Teaching Professions, the Ministry of Planning and the People's House Committee on Education and Scientific Research.

The writer ended his dissertation with Chapter 7 which contained an outline of the thesis and a set of recommendations bearing upon the policies and plans of scientific research in the area of education, the organizational standards of the agencies responsible for scientific research, the establishment of liaison and coordination facilities within the sector of scientific research and the relationship between scientific research agencies and agencies entrusted with the formulation and implementation of the educational policy.

Appended to the dissertation are a list of bibliographical material and a questionnaire sheet for probing educational topics dealt with in M.A. and Ph.D. dissertations.

SCIENTIFIC RESEARCHES

Development

132. El-Kholi, Ahmed Fuad, "Scientific Research in Egypt; Has it Performed its Role?", (Al-Bahth Al-'Ilmi Fi Misr; Hall Adda Dawrahu?), "Al-Sha'b" newspaper, 2nd year, Issue No. 80, (November 4, 1980), p. 5.

Dealing with scientific research in Egypt, the writer said that its concepts and aims should undergo considerable change.

In reviewing the stages through which scientific research has passed in Egypt since 1940 and the prospects for the year 2000, he demonstrated how the intellectual revival, the establishment of universities and the National Center of Scientific Research and the emission of students on scholarships overseas have contributed towards the progress of scientific research.

A major setback to the progress of scientific research in Egypt lies in the lack of proper planning during the period 1970 through 1980, the writer added.

As for the future of scientific research in Egypt, the writer stressed the need for effecting a change in its course, for defining and stabilizing the national plan on the State's needs, for involving scientists and researchers in drawing up the State's policy on scientific research and for the mobilization of all available scientific expertise, showing how all this would result in a new and advanced course taken by scientific research in Egypt.

SECONDARY SCHOOLS

Curricula - Financial Mathematics - Evaluation

133. El-Habashi, Mohamed Mohamed Mohamed Hassan, "Evaluation of the Curricula of Financial and Commercial Mathematics in Commercial Secondary Education in the Arab Republic of Egypt", (Taqweem Manahej Al-Riyadah Al-Maaliyyah Wal-Tijaariyyah Bil-Ta'leem Al-Thaanawi Al-Tijaari Bi-Jumhuriyyat Misr Al-'Arabiyyah), Faculty of Education, Al-Azhar University, Cairo, 1980, 317 pages + appendices.

- Dissertation submitted to the Department of Curricula and Teaching Methods of the Faculty of Education, Al-Azhar University, for obtaining the degree of M.A. in Education.

This dissertation falls in five parts.

Part 1 states the problem under review, indicates the importance of and need for this research, defines its scope and method of development and describes the tools utilized in the field surveys.

Subdivided into three chapters, Part 2 dealt with the considerations warranting an assessment of the curricula of financial and commercial mathematics in the light of the scientific, technological and educational developments and contemporary trends. It dealt, further, with these curricula in the light of educational writings and studied and with the aims of commercial education.

Part 3, which is also subdivided into three chapters, is devoted to the field surveys undertaken by the writer. In his surveys, the writer probed the demand for graduates of commercial secondary education on the business and commercial markets, probed the needs of the students themselves and explored the views of those engaged in the teaching of commercial and financial mathematics in Egyptian commercial schools.

In Part 4, which is subdivided into two chapters, the writer established a criterion for measuring the present aims of commercial and financial education and indicated the manner in which he built, perfected and applied his criterion, then analysed the results obtained from its application.

The fifth part contains an outline of the research and a set of suggestions and recommendations put forward by the writer for improving the present standard of curricula and organizing their content.

The dissertation ended with a bibliography of Arabic and other references on which the writer relied.

Curricula - Logic Analysis

134. 'Afifi, Mohamed 'Adel Ahmad, "An Analytical Study of the Curriculum of Logic Taught to General Secondary Pupils, Literary Branches, for Developing Their Critical Thinking", (Dirasah Tahliliyyah Li-Muqarrar Al-Mantiq Fi Tanmiyat Al-Tafkeer Al-Naqed Lada Tullab Al-Marhalah Al-Thanawiyyah Al-'Aammah, Shu'ab Al-Aadaab), Faculty of Education, Zagazig University, Zagazig (Lower Egypt), 1980, 246 + appendices.

- Dissertation submitted to the Department of Curricula and Teaching Methods of the Faculty of Education, Zagazig University, for obtaining the degree of M.A. in Education.

This dissertation consists of seven chapters.

Chapter 1 is a general framework of the research covering its problem under discussion, its scope, aims and postulates, its method of development and its terms which are adequately defined.

The second chapter contains a review of the earlier studies having bearing on this subject.

Chapter 3 deals with the nature of logic as a science and as a school subject. It explains the meaning of "objective" and the manner in which the general educational objectives of philosophical subjects in general and logic in particular are formulated.

In Chapter 4, the writer dealt with critical thinking and explained its components and its relation to other forms of thinking, to intelligence and to achievement. He, further, explained the meaning of thinking and the relation between logic and thinking.

The fifth chapter is devoted to the establishment and standardization of the accomplishment test.

Chapter 6 describes the steps involved in the major experiment, indicates the tools utilized in it and review the results deducted therefrom. Among these results are the degree of distinction realized by boys and girls enrolled in the first year secondary in the a posteriori

critical thinking test and also the distinction of both sexes in the second and third years secondary in critical thinking ability. One additional result obtained is the correlation between critical thinking ability and accomplishment in the subject of logic. An explanation of the writer's results followed.

In the seventh chapter, the writer made an outline of his research and put forward a set of recommendations purporting that curricula composers and teachers should follow closely the research conducted in the area of philosophical subjects in general and logic in particular and should pay interest to the development of thinking in general and critical thinking in particular.

The writer's appendices followed his bibliographical list and contained copies of the critical thinking test, the standardized accomplishment test relative to the subject of logic and the illustrated intelligence test.

English Language - Accomplishment

135. Hashem, Maha Isma'il Mohamed, "The Impact of Inclination and Some Mental Abilities on Scholastic Accomplishment of the English Language by Secondary School Pupils of Both Sexes", (Athar Al-Mayl Wa-Ba'd Al-Qudraat Al-'Aqliyyah 'Ala Al-Tahseel Al-Madrasi Fil-Lughah Al-Injliziyyah Lada Talameez Wa-Tilmeezaat Al-Madrasah Al-Thanawiyyah), Faculty of Education, Zagazig University, Zagazig (Lower Egypt), 1980, 237 pages.

- Dissertation submitted to the Department of Educational Psychology of the Faculty of Education, Zagazig University for obtaining the degree of M.A. in Education.

This dissertation consists of six chapters.

In her first chapter, the writer stated the problem in question, indicated the significance of her research, underlined the need for it and specified the aim sought from undertaking it.

Chapter 2 dealt with inclinations. It explains their nature development and reliability and their relation to affection, trends, special mental abilities, general intelligence and academic accomplishment.

In Chapter 3, she reviewed some previous studies and research conducted on related subjects.

Chapter 4 set forth the writer's assumptions and indicates the tools used which consist of the sample and three types of tests for measuring objective accomplishments, vocational aptitudes and mental abilities. She described the manner in which these tools were used, including the correction of tests and the tabulation of data.

In Chapter 5, the writer reviewed the method of statistical analysis used and the results obtained. These results deal with ability of boys and girls in the first year secondary to accomplish knowledge of the English language and the relation between such ability and scientific and literary inclinations, general intelligence and exceptional mental abilities.

The sixth chapter contained a discussion of the writer's results and a comparison between her results and those obtained from earlier research.

The dissertation ended with a bibliography of the reference material in Arabic and foreign languages consulted by her.

Geography Examinations - Evaluation

136. 'Abdul Kader, Mansur Ahmed 'Abdul Moneim, "Evaluation of Geography Examinations in the General Secondary Certificate Examinations; A Diagnostic Study", (Taqweem Imtihanaat Al-Jughrafia Fil-Thanawiyyah Al-'Aammah; Dirasah Tashkhisiyyah), Faculty of Education, Zagazig University, Zagazig (Lower Egypt), 1980, 381 pages + appendices.

- Dissertation submitted to the Department of Curricula and Teaching Methods of the Faculty of Education, Zagazig University for obtaining the degree of M.A. in Education.

The text of this dissertation falls in seven chapters.

In his first chapter, the writer stated the problem being investigated, indicated its importance and scope, explained the method used in developing the study and defined the terms occurring throughout the research.

Chapter 2 deals with geography, its concept, aims and the purposes served through teaching it to pupils in the general secondary.

In Chapter 3, the writer gave different definitions of evaluation, showed the relation between examinations and curricula's aims and contents, related the advantages and disadvantages of the present system of education and reviewed the approach to examinations in developed countries.

Chapter 4 contains a review of earlier studies conducted on similar and related subjects.

In the fifth chapter, the writer analysed the contents of geography text books and indicated the criterion used in evaluating examinations.

The sixth chapter contained an analysis of examinations and a description of the method used in applying the criterion. Also, an explanation was given of the writer's results as to the aims of education and the contents of geography text books.

In his seventh chapter, the writer outlined his research and put forward the recommendations advocated by him. These recommendations call for laying emphasis on the higher epistemological standards by which students' ability to analyse, construct and pass judgements are measured and for developing the present aims of geography teaching in such a way as to render them attainable.

Following a bibliographical list of Arabic and foreign reference material consulted by the writer, a set of appendices was given containing samples of geography examination sheets used in general secondary certificate examinations during the years 1971 through 1979.

Mathematics - Accomplishment

137. Jibril, Farouk El-Sa'id El-Sa'id, "The Relation Between Numerical Attitudes and Certain Mental Abilities on the One Hand and Accomplishment in Mathematics Among Secondary School Pupils on the Other", ('Ilaqat Al-Mayl Al-'Adadi Wa-Ba'd Al-Qudraat Al-'Aqliyyah Bil-Tahseel Fil-Riyadiyyaat Lada Talameez Al-Madrasah Al-Thanawiyyah), Faculty of Education, Mansurah University, Mansurah (Lower Egypt), 1980, 200 pages.

- Dissertation submitted to the Department of Educational Psychology of the Faculty of Education, Mansurah University, for obtaining the degree of M.A. in Education.

This dissertation consists of six chapters.

Chapter 1 introduced the problem under discussion, determined its scope, indicated the aims sought from this research and reviewed the terms used in the course of the study.

Chapter 2 deals with the dissertation's theoretical framework. Here, the writer explained the concept and aims of educational guidance and mentioned the services realized through such guidance as well as the respective roles of the school and teacher in the process of educational guidance. The writer went on to explain the concept and nature of attitudes and to underline the importance of measuring them. He, further, indicated the methods whereby the results obtained from measuring attitudes may be employed in teaching guidance. In the same chapter, he dealt with aptitudes and accomplishment and with the manner in which the results of aptitude and accomplishment tests may be utilized. He described the role of intelligence and mental abilities in academic accomplishment.

In the third chapter, the writer reviewed and commented upon earlier studies dealing with relative subjects, then introduced his own hypotheses.

Chapter 4 is devoted to the writer's experimental framework. After underlining the importance of undertaking a preliminary survey, he described the problem being surveyed, introduced the relevant postulates, sample and tools and

reviewed and commented upon this preliminary survey. Moving to the principal survey, he described his sampling method, indicated the tools used in the process and explained the method used in developing the survey as well as the statistical technique applied in the process of obtaining results.

The results obtained by the writer are set forth in Chapter 5. They deal with accomplishment in mathematics and its relation to the general mental ability, the numerical ability, the spatial ability, the reasoning ability, the word fluency ability and the numerical attitude. Superiority of boys over girls in general mental, numerical and spatial abilities is established. In contrast, girls are superior to boys in the accomplishment of mathematics subjects.

These results were then discussed and commented upon by the writer.

In the sixth and last chapter, he summarized the thesis, proposed a programme based on the outcome of his survey and listed his bibliography.

Mentally Superior Pupils

138. Abu Muslem, Mahmoud Ahmed Ahmed, "A Study of the Dimensions of Self Concept and the Standard of Ambition Among Mentally Superior Pupils in the Secondary School", (Dirasah Li-Ab'aad Mafhum Al-Zaat Wa-Mustawa Al-Tumuh Lada Al-Mutafawwiqeen 'Aqliyyan Min Talameez Al-Madrasah Al-Thanawiyyah), Faculty of Education, Mansurah University, Mansurah (Lower Egypt), 1980, 182 pages + appendices.

- Dissertation submitted to the Department of Educational Psychology of the Mansurah University for obtaining the degree of M.A. in Education.

This dissertation is expounded in five chapters.

The first chapter states the problem under review, defines the purpose of the research, indicates the importance and

scope of the work undertaken and reviews the procedural concepts dealt with in the research.

Chapter 2 is concerned with the principal concepts having bearing on the subject, such as mental superiority, self concept, dimensions of self concept and standard of ambition. Here, the writer reviewed the elements connected with or determining the standard of ambition.

In the third chapter, the writer reviewed previous writings on subjects related to the dissertation. He reviewed, as well, his hypotheses and postulates.

Chapter 4 is devoted to the writer's field survey. He described his sampling method and the manner in which he selected his tools, then described the steps involved in carrying out his survey and the statistical method used in the treatment of his results.

These results were set forth in Chapter 5 indicating the statistically significant differences between the maximums and minimums of the creative ability in self concept dimensions and also between the maximums and minimums of intelligence in self acceptance, in the sense of remoteness and in the standard of ambition. These results were explained and interpreted by the writer.

Following a summary of the dissertation, the writer reviewed some educational applications and proposed topics for further research.

The dissertation ended with a bibliographical list and copies of the tests used in the course of the field survey.

Principals - Preparation

139. Mustafa, Youssef 'Abdul Mu'ti, "A Field Survey of the Techniques Used in Training Principals of Secondary Schools in the Arab Republic of Egypt", (Dirasah Maydaniyyah Li-Asaleeb I'daad Mudiree Al-Madares Al-Thaanawiyyah Fi Jumhuriyyat Misr Al-'Arabiyyah), Faculty of Education, 'Ain Shams University, Cairo, 1980, 160 pages.

- Dissertation submitted to the Department of Comparative Education and Educational Administration of the Faculty of Education, 'Ain Shams University for obtaining the degree of M.A. in Education.

This dissertation is comprised in six chapters.

In his first chapter, the writer emphasized the importance of discussing the problem being probed, indicated the scope and motives of the research, described his method, sources and plan, reviewed the earlier research on related subjects, indicated the tools used in the survey and defined the terms occasioned in the different parts of the dissertation.

Chapter 2 is concerned with administration in general and educational administration in particular. It stresses the importance of administration in the educational process as well as the importance of school administration and explains the elements and techniques involved in its success.

The third chapter is devoted to the administration of secondary schools in the Arab Republic of Egypt.

The writer's field work is reported in Chapter 4 in which he described a survey conducted on the selection, training and evaluation of secondary school principals. In the process, the writer specified the aim of his survey, described the manner in which he close his sample, presented his questionnaire forms and indicated the steps involved in surveying views on principals and headmasters of secondary schools and on those who supervise the evaluation of principals.

In the fifth chapter, the writer cited examples from the United States of America on the techniques used in selecting, training and appraising college principals. A comparative study was made between the practice in the U.S. and in Egypt.

The sixth chapter contains the writer's findings on whether or not principals of secondary schools are happy

with their work and on the procedure followed in nominating principals.

In his recommendations, the writer called for establishing special criteria for selecting and training secondary school principals.

The dissertation ended with a listing of reference material dealing with its topic.

Programmed Education - Chemistry

140. Hammam, 'Abdul Hafeez Mahmoud Hanafi, "Employment of Programmed Education in Developing Certain Skills pertaining to Chemistry Among Secondary School Pupils", (Istikhdaam Al-Ta'leem Al-Barnamiji Fi Tanmiyat Ba'd Al-Mahaaraat Lada Tullab Al-Madrasah Al-Thanawiyyah Fil-Kimyaa), Faculty of Education, Assiut University, Suhag (Upper Egypt), 1980, 111 pages + appendices.

- Dissertation submitted to the Department of Curricula and Teaching Methods of the Faculty of Education in Suhag, Assiut University, for obtaining the degree of M.A. in Education.

This dissertation falls into seven chapters.

In the first chapter, the writer stated the problem under survey, indicated the importance of his research and introduced his postulates, assumptions, plans and terminology, in addition to the scope covered by the research.

Chapter 2 contained a review of previous writings having bearing on the research in question.

In Chapter 3, the writer dealt with the principles of employing programmed education in the teaching of chemistry's practical skills, the concept of programmed education, the programming process, the types of programmes, the practical skills and the phases of learning them, the bases for

acquiring such skills and the steps involved in the teaching of chemistry skills.

A description is made in Chapter 4 of the method used and steps involved in the building of a programme and also of the sampling method employed. The writer described the programmes in their final shape, showed how a programme is subjected to experimentation for the last time and defined the functions of the programme's supervisor.

The writer's results obtained from his research are set forth in Chapter 5. These deal with the ability of programmed education to make pupils in the first and second year secondary acquire the practical skills contemplated and deal with the significant statistical differences between the two experimental groups and the control group subjected to an a posteriori practical skill test.

In Chapter 6, the writer analysed and discussed the results obtained and put forward his own recommendations.

The seventh and last chapter contains a summary of the dissertation and a list of bibliographical references.

Teaching - Environmental Education - Scientific Dissertations

141. 'Awadallah, Wahib Morcos, "An Experimental Study of a Unit Teaching Environmental Education to Pupils in the Second Year Secondary in Tanta City Schools", (Dirasah Tajribiyyah Li-Wehdah Dirasiyyah Fil-Tarbiyah Al-Beeiyyah Li-Talameez Al-Saff Al-Thani Al-Thanawi Bi-Madares Madinat Tanta), Faculty of Education, Tanta University, Tanta (Lower Egypt), 1980, 363 pages.

- Dissertation submitted to the Department of Educational Principles of the Faculty of Education, Tanta University, for obtaining the degree of Ph.D. in Education.

This dissertation is tackled in eight chapters.

In Chapter 1, the writer stated the problem being probed, indicated the approach to tackling it and described the various elements involved in the research, including its aim, presumptions, postulates, significance, method and procedure for selecting a sample and tools and for the application of statistical approaches. The writer also defined and explained the terms used throughout the research.

Chapter 2 is concerned with environmental education in the light of contemporary world trends and local circumstances and deals with the procedural aspect of environmental education in the area of pollution.

In his third chapter, the writer reviewed the world and national trends in the field of environmental education and reviewed highly important studies conducted on environmental education at world, Arab and national levels.

Chapter 4 gives an account of the historical, philosophical, social, natural and psychological bases for environmental education.

In the fifth chapter, the writer explained the concept of an educational unit, showed its aims and described the procedures involved in teaching pollution by such unit.

The writer's field survey is covered in Chapter 6 in which he described his procedure and evaluation process and the manner in which he selected his sample and evaluation tools. In his evaluation, he applied the accomplishment test and the levels of attitude test.

The results obtained from the survey are set forth in Chapter 7. They deal with the aims of environmental education which differ from one community to another.

The eighth and last chapter contains an outline of the thesis and a set of recommendations advocated by the writer calling for incorporation of environmental education in the curricula of the third year in faculties of education, teaching environmental trends as part of social psychology, injecting environmental studies in all stages of general and technical education, directing more attention to the

beautification of cities and exercising rigid control on food supplies and water systems.

A bibliographical list of Arabic and foreign books is appended to the dissertation.

Teaching Methods

142. Hamama, Salahuddin Mohamed Soliman, "Employment of the Laboratory Method, the Inductive Investigative Method and the Traditional Method and Their Impact on Student Accomplishment in Biological Sciences in the Secondary School in Egypt", (Athar Istikhdam Al-Tariqah Al-Ma'maliyyah Wal-Tariqah Al-Istiqraaiyyah Al-Istiqsaiyyah Wal-Tariqah Al-Taqlidiyyah 'Ala Tahseel Talameez Al-Madrasah Al-Thanawiyyah Bi-Misr Fil-'Ulum Al-Bayolojiyyah), Faculty of Education, Tanta University, Tanta, 1980, 329 pages.

- Dissertation submitted to the Department of Curricula and Teaching Methods of the Faculty of Education, Tanta University, for obtaining the degree of M.A. in Education.

This dissertation consists of seven chapters.

In Chapter 1, the writer stated his problem, introduced his postulates, underlined the importance and scope of the research and defined the terms encountered therein. He, also, emphasized the importance of biology in contemporary education and reviewed the modern trends in the teaching of biology.

Chapter 2 is concerned with a review of the works previously written on related subjects.

Prevalent methods used in teaching biology are discussed in Chapter 3 in which the writer also dealt with effective teaching.

The fourth chapter is devoted to the experimental aspect of the research. Here, he explained the method of experimental design, the designing of accomplishment test and the method used in selecting the proper sample which possesses the required characteristics. The writer also explained the manner in which the test is applied.

In Chapter five, he explained the method used in processing the data obtained in the form of statistics in order to draw the necessary conclusions.

The writer's results are set forth and interpreted in Chapter 6.

The seventh contains a summary of the research and the recommendations advocated by the writer. In his opinion, the laboratory method should be used in the teaching of nutrition in living beings to pupils of both sexes in the second year secondary. The same subject should be taught to girls through using the investigative and laboratory methods. The laboratory method suits boys much more.

Following a list of reference books, the writer appended guides to teachers for using the different methods and the accomplishment test.

SPECIAL EDUCATION SCHOOLS AND CLASSES

Preparations for School Year

143. A.R.E., Legislations, Laws, Regulations ... etc., "Circular No. 60 Dated July 30, 1980 in Connection with the Preparations for the Academic Year 1980/81 in Special Education Schools and Classes", (Nashrah 'Aammah Raqm 60 Bi-Tareekh 7/30/1980 Bi-Shaan Al-Isti'daad Lil-'Aamm Al-Dirasi 1980/81 Bi-Madares Wa-Fusul Al-Tarbiyah Al-Khassah), Cairo, Directorate-General for Special Education, Cabinet of the Undersecretary of the Ministry of Education for Primary Education and Teacher Training Colleges, Ministry of Education, 1980, 26 pages.

In an introductory note to the Circular, emphasis was placed on the need for caring for handicapped children and providing them with health, educational, psychological and social services.

After citing the provisions concerning handicapped children in the Law of Public Education No. 68 of 1968,

the Circular pointed to the need for directing parents to secure enrollment of their handicapped children in special education schools and classes. It described the steps to be taken by headmasters and headmistresses of special education schools to prepare for the new scholastic year, to equip schools and classes with the necessary facilities and to raise the standard of services in dormitories. It pointed to the subjects to be discussed between the headmasters and the school's teaching body.

The Circular then emphasized the importance of promoting extra-curricular activities, nutrition and school uniforms.

After setting forth the conditions governing admission and renewed registration in these schools, the Circular elaborated the duties of the teaching bodies and advanced some guidelines on their attitude towards handicapped children.

The Circular, further, touched upon the systems of student evaluation, follow-up and guidance and described the respective duties of special education inspectors, the section's adviser, the chief of special education section and the inspectors of technical and secondary education. The role of the mental health specialist was also defined.

In conclusion, the Circular appended a set of lists containing the pertinent school syllabi prescribed for handicapped children.

SPORTS ACTIVITIES

Impact on the Aged - Scientific Dissertations

144. El-'Agouz, Iqbal 'Abdul Dayem Mohamed, "Impact of Sports Activities on the Psychological and Social Adjustment of Aged People", (Athar Al-Nashaat Al-Riyadi 'Ala Al-Takayyuf Al-Nafsi Wal-Ijtima'i Li-Kibaar Al-Senn), Cairo, Faculty of Physical Education for Girls, Helwan University, 1980, 179 pages.

- Dissertation submitted to the Faculty of Physical Education, Helwan University, Cairo for obtaining the degree of Ph.D. in Physical Education.

This dissertation consists of six chapters.

Chapter 1 consists of an introduction in which the writer explained why she chose this topic, stressed its importance, indicated the need for it and described its postulates and scope. She also explained and identified the terms used in her work.

In Chapter 2, the writer described the fundamental concepts involved in the research.

Chapter 3 contains a review of earlier studies on related subjects dealing mainly with traits, mental, psychological, social and bodily characteristics and impact of sports on bodily fitness.

The fourth chapter is concerned with the writer's field survey. Here, she described her approach, the bases for selecting the sample and tools, the manner in which tools and measurements were applied to members of the sample and the statistical method adopted in reaching conclusions.

Conclusions reached by the writer on the statistically significant differences between aged people who practice sports and those who do not practice them are set forth in Chapter 5 in which she, also, interpreted and analysed the conclusions.

The sixth and last chapter contains a listing of the writer's findings and recommendations. These purport that all aged people should join a sports programme proposed by the writer.

The dissertation ended with a list of reference books in Arabic and foreign languages and a summary of the thesis in Arabic and English.

Tasks

145. Derar, Fatemeh Al-Nabawiyyah Mohamed Hassanein, "Conduct of Delinquent Young Girls in Depository Institutions Changed Through Sports Activities", (Ta'deel Suluk Al-Shabbaat Al-Munharifaat Bil-Mouassassaat Al-Eewaaiyyah 'An Tareeq Al-Anshitah Al-Riyaadiyyah), Faculty of Physical Education for Girls, Helwan University, Alexandria, 1980.

- Dissertation submitted to the Faculty of Physical Education for Girls, Helwan University for obtaining the degree of Ph.D. in Physical Education.

This dissertation, which consists of seven chapters, is concerned with the possibility of correcting delinquent young girls deposited in reformatories through engagement in sports activities.

The first chapter states the problem under discussion, specifies the aims and postulates of the research and defines the terms used in the process.

Chapter 2 is devoted to the theoretical aspect of the research. Here, the writer explains the concept of depository institutions, defines delinquency and deviation and describes sports activities.

In her third chapter, the writer dealt with conduct and the manner in which it may be changed.

Earlier research conducted on related subject are reviewed in Chapter 4.

The fifth chapter is concerned with the experimental study conducted by the writer. She described how she chose her sample from among girls deposited in institutions and mentioned the type of sports activities used as tools in the experiment.

In Chapter 6, the results obtained as to the conduct of the experimental group while taking part in sports activities are set forth and are interpreted and discussed.

Chapter 7 contains the writer's recommendations which call for the establishment of a plan for sports activities based

on scientific principles, the assignment of specialized and qualified leaders to carry out this plan, the proper equipment of the playgrounds available in reformatories, the laying of emphasis on studying the sports activities designed for special categories, the establishment of a programme for following up and extending social care to delinquent girls after leaving their institutions, the engagement of a larger number of social workers in institutions, the distribution of delinquents according to age categories among various institutions and the spreading of sports awareness through mass media.

The dissertation ended with a summary of its contents and a list of useful reference material.

STUDENTS

Disciplinary Systems - Technical Institutes

146. A.R.E., Legislations, Laws, Regulations ... etc., "Ministerial Resolution No. 895 Dated November 15, 1980 in Connection with the Disciplinary System Applicable to Students in Technical Institutes Affiliated to the Ministry of Higher Education", (Qaraar Wizari Raqm 895 Bi-Tareekh 11/15/1980 Bi-Shaan Al-Nizaam Al-Taadibi Li-Tullab Al-Ma'ahed Al-Fanniyyah Al-Tabi'ah Li-Wizarat Al-Ta'leem Al-'Aali), Cairo, Ministry of Education and Scientific Research (Sector of Higher Education), 1980, 2 pages.

This Resolution consists of eighteen articles and elaborates a disciplinary system applicable to students enrolled in technical institutes affiliated to the Ministry of Higher Educations.

According to Articles 1 and 2, a Disciplinary Board is to be set up with powers duly elaborated.

Articles 3-5 specify the categories of students who are subject to the provisions of this Resolution and list the violations for which students stand accountable.

Article 6 indicates the disciplinary penalties passed.

In Articles 7-15, the procedure followed by the Disciplinary Board is elaborated which include, inter alia, the pupil's secure right to defend himself and to be notified of any decision adopted in respect of him.

Articles 16 and 17 specify the remunerations payable to the members of the Disciplinary Board, the Director of Technical Guidance and Section Heads.

The eighteenth and last article deal with any provisions to the contrary and provides for the publication of the Resolution and its subsequent coming into force.

STUDENT UNIONS' BODIES

Organization - Legislations

147. A.R.E., Legislations, Laws, Regulations ... etc., "Circular No. 118 Dated November 25, 1980 in Connection with the Functions of those Working in the Administrative and Guidance Machineries of Student Unions", (Nashrah 'Aammah Raqm 118 Bi-Tareekh 11/25/1980 Bi-Shaan Iktisasaat Al-'Aamileen Fi Ajhizat Al-Idarah Wal-Tawjeeh Lil-Ittihadaat Al-Tullabiyyah), Cairo, Cabinet of the Deputy Minister, Ministry of Education, 1980, 8 pages.

Following a review of the contents of Ministerial Resolution No. 25 of 1980 which specified the various job levels in the Educational Directorates and Administrations in the different Governorates, the Circular described the steps to be taken in the nomination of candidates to jobs in the bodies supervising student unions and indicated the jobs at hand.

The Circular then defined the functions and responsibilities of the following staff: the Head of the Division of the Student Union, the inspector, social worker, senior social worker in charge of student unions and financial officer.

In conclusion, the Circular stressed the importance of complying with its provisions as well as with the provisions contained in the Circular issued on December 18, 1977 by the Office of Student Union Patron.

TECHNICAL EDUCATION

Development

148. El-Sebaei, Labib, "The Crisis of Technical Education in 40 Years", (Azmat Al-Ta'leem Al-Fanni Fi 40 'Aaman), "Al-Ahram Al-Iqtisadi" magazine, Issue No. 619, (November 24, 1980), pp. 20-21.

After stressing the need for a re-consideration of the policy of offering employment to university graduates, the writer reviewed the contradictions existing in the Egyptian educational system in the area of manpower training.

In an interview with the writer, the Principal of the Institute of Administrative Development said that the policy of expanding admission in theoretical faculties have had its bearing on creating a class of inadequate technicians, the consequences of which remain to be seen.

Interviewed by the writer, the president of Zagazig University, reviewing the present condition of manpower in Egypt, said that rush on university education has relegated technical studies in Egypt to a second degree education. He proposed the creation of a supreme council which would take charge of the training of technicians and which should have a say in formulating the policy of training technicians in all areas. Here, he mentioned the sectors which should be represented on the proposed supreme council.

In the President's opinion, any plans laid for general education should make provision for some measure of technical subjects. Those who graduate with distinguished records from institutes for training technicians should be offered an opportunity to enter universities, he added..

Concluding his interview, the President of Zagazig University said that his University has ventured on an experiment whereby a technical institute offering a variety of majors has been annexed to the University. He described the progress of this experiment.

The writer also interviewed the President of 'Ain Shams University who said that any planning for technician training should give due consideration to the majors in which expansion is most needed.

Interviewed by the writer, the First Under Secretary of the Ministry of Higher Education reviewed the history of technical education in Egypt, described the developments undergone by education in general and indicated the role of the 1952 Revolution in establishing technical higher institutes calling for two stages: the preparation of technicians in the first stage and of engineers in the second. After explaining the pressures to which those institutes were exposed in order to secure abolishment of the first stage, the Undersecretary said it was absolutely necessary to re-establish the first stage so as to ensure proper training of technical manpower.

Concluding his article, the writer gave statistics on the numbers of qualified technicians needed to meet the country's needs to trained manpower.

TECHNICAL INSTITUTES

Establishment

149. A.R.E., Legislations, Laws, Regulations ... etc., "Ministerial Resolution No. 640 Dated August 18, 1980 in Connection with the Establishment of a Commercial Technical Institute in Suhag (Upper Egypt)", (Qaraar Wizari Raqm 640 Bi-Tareekh 8/18/1980 Bi-Shaan Inshaa Ma'had Fanni Tijari Bi-Suhag), Cairo, Ministry of Education and Scientific Research (Sector of Higher Education), 1980, 1 page.

The first article of this Resolution decrees the establishment of a technical institute in Suhag (Upper Egypt) and specifies its temporary location while the second and last article provides for the implementation of the Resolution as from its effective date.

TECHNICAL SCHOOLS

Deputy - Headmasters Appointment - Legislations

150. A.R.E., Legislations, Laws, Regulations ... etc., "Circular No. 58 Dated July 17, 1980 in Connection with Determining the Number of Deputy Headmasters in Technical Schools (i.e, Commercial, Agricultural and Industrial) Pursuant to Ministerial Resolution No. 25 Dated March 1, 1980", (Nashrah 'Aammah Raqm 58 Bi-Tareekh 7/17/1980 Bi-Shaan Tahdeed Mu'addalaat Wukalaa Al-Madares Al-Fanniyyah (Tijari, Ziraa'i, Sinaa'i) Al-Waridah Bil-Qaraar Al-Wizari Raqm 25 Bi-Tareekh 3/1/1980), Cairo, Sector of Technical Education, Ministry of Education, 1980, 2 pages.

After citing Article 5 of Ministerial Resolution No. 25 of 1980, the Circular elaborated on the steps to be taken for securing the implementation of its provisions concerning the appointment of a certain number of deputy headmasters proportional to the number of classes in each type of technical schools, whether commercial, agricultural or industrial.

The Resolution specifies the functions of each deputy headmaster determines their field of specialization and sets forth the conditions for appointing a cultural deputy headmaster in commercial schools.

Education Plans - Legislations

151. A.R.E., Legislations, Laws, Regulations ... etc., "Ministerial Resolution No. 134 Dated November 15, 1980 in Connection with the Syllabi Established for Technical Secondary Schools (Commercial, Agricultural and Industrial) Following the 3-Year System", (Qaraar Wizari Raqm 134 Bi-Tareekh 11/15/1980 Fi Shaan Khutat Al-Dirasah Bil-Madares Al-Thanawiyyah Al-Fanniyyah Nizam Al-Thalaath Sanawaat (Tijari, Zira'i, Sina'i)), Cairo, Minister's Cabinet, Ministry of Education, 1980, 7 pages.

This Resolution is concerned with the syllabi to be applied in the three types of technical secondary schools, namely, the commercial, agricultural and industrial, which follow the 3-year system.

Detailed appendices are attached to this Resolution listing the curricula applicable to each school year and during the transitional period preceding the adoption of the new syllabi.

In its last article, the Resolution provides for its publication in the Official Gazette and its subsequent application.

TEACHER TRAINING COLLEGE

Examinations - Organization - Legislations

152. A.R.E., Legislations, Laws, Regulations ... etc., "Circular No. 121 Dated December 4, 1980 in Connection with the Conditions and Procedures Prescribed for Sitting for Teacher Training College Diploma Examinations in 1981", (Nashrah 'Aammah Raqm 121 Bi-Tareekh 12/4/1980 Bi-Shaan Shurut Wa-Ijraaat Al-Taqaddum Li-Imtihaan Diplom Al-Mu'allimeen Wal-Mu'allimaat Li-'Aam 1981), Cairo, Directorate-General for Examinations, Ministry of Education, 1980, 9 pages.

This Circular is divided into eight chapters, the first of which sets the dates for diploma examinations in the first and second sessions and the examinations of practical education and field work.

Chapter 2 lays down the conditions for sitting for diploma examinations.

In Chapter 3, a review is made of the procedures for sitting for diploma examinations whether in the first or the second session and the steps to be taken for holding special examination committees for sick students.

Chapter 4 indicates the curricula in which the graduating class of 1980/81 in teacher training colleges would be examined.

The fifth chapter underlines the importance of notifying students of the addresses of their written examination committees.

Chapters 6, 7 and 8 deal respectively with the regulations governing examination systems, the steps to be taken in the event students arrive late at the examination committees or fail to report to such committees and the measures to be taken with any students violating examination systems and regulations.

TEACHERS' ASSOCIATION

History

153. 'Ezzatlu, Mohamed Abul-Fettouh, "Reminiscences on the Occasion of the Association's Silver Jubilee", (Zikrayaat Bi-Munasabat Al-'Id Al-Fiddi Lil-Niqabah), "Al-Rayed", Teachers' magazine, 25th year, Issue No. 2 and 3, (June and September 1980), page 33.

At the beginning of his article, the writer described the teachers' condition under British occupation saying that the British, in an attempt to disunite teachers, have encouraged the creation of separate clubs and unions for each category of teachers. This has resulted in fragmenting the profession and sowing dissension among its members.

The writer then appraised the efforts exerted by veteran teachers to whom credit goes for the establishment of the Association of Teaching Professions. Passive aspects appearing at the Association's inception stage were soon overcome and rich accomplishments were recorded during the Association's long history, having bearing on the issues involving teachers, he added.

In conclusion, the writer expressed his views on the Association's anticipated efforts in the future in the interest of promoting the teaching profession.

154. Gabr, Mohamed, "Teachers' Association and the Building Stages; Pages from the History of Teachers' Organizations", (Al-Niqabah Wa-Marahel Al-Binaa; Safahaat Min Tareekh Hayaat Al-Mu'allimeen), "Al-Rayed", Teachers' magazine, 25th year, Issue No. 2 & 3, (June and September 1980), pp. 31-32.

At the outset, the writer dealt with the early history of teachers' groupings in Egypt and the attitude shown by foreign imperialism towards Al-Azhar University and its graduates and towards the Arabic language and national culture. He described the efforts of Arabic teachers who graduated from the Faculty of Dar Al-'Ulum in the face of such a situation.

The writer then followed up the endeavours exerted by Dar Al-'Ulum's graduates eversince they set up their Club in 1907 and until the 1919 Revolution erupted. He described the effect of this Revolution on the establishment of the first Association for Teachers in 1920 and related the Association's endeavours and cultural activities.

Moving to other groupings of teachers, the writer dealt with the Association established in 1926 for teachers of compulsory education, the High Society of Teachers created in 1930 and the Dar Al-'Ulum Grouping established in 1933. He pointed to the developments and activities of each until 1948, when another Association for Teaching Men was established.

In conclusion, he related Dr. Taha Hussein's role in enacting the Law of Teachers Association in 1950 and described the Association's developments eversince.

TEACHERS

Growing Numbers

155. El-Leithi, Mahmoud, "Development of Teachers' Numbers in a Quarter of a Century", (Tatawwur A'daad Al-Mu'allimeen Fi Rub' Qarn), "Al-Rayed", Teachers' magazine, 25th year, Issue No. 2 & 3, (June and September 1980), pp. 66-68.

At the beginning of his article, the writer gave an idea of the numbers of teachers immediately after the 1952 Revolution and explained why teacher training colleges have been lagging in keeping abreast with the rapid developments in the educational policy.

After reviewing the educational trends which made a headway in this period, the writer divided his article into four parts.

Part 1 dealt with the educational trends appearing in the post-Revolution period and pertaining to the training of primary school teachers.

In the second part, the writer dealt with the training of preparatory and secondary teachers and depicted the fundamentals and trends of such training as applied in faculties and institutes supervised by the Ministry of Higher Education and in other faculties and institutes affiliated to universities.

Part 3 dealt with the training of technical school teachers.

The fourth and last part contained a review of the modern approaches to teacher training and underlined the importance of extending generous stipends to students in teacher training colleges, raising the financial standard of teachers, training students in the higher institutes for teaching on teaching in all stages of education and encouraging teachers with intermediate qualifications to proceed with studies.

Remunerations

156. A.R.E., Legislations, Laws, Regulations ... etc., "Ministerial Resolution No. 155 Dated December 23, 1980 in Connection with the Remunerations for Additional Periods and Evening Courses", (Qaraar Wizari Raqm 155 Bi-Tareekh December 23, 1980 Bi-Shaan Mukafaat Al-Hissas Al-Idaafiyyah Wal-Fitraat Al-Masaaiyyah), Cairo, Cabinet of the Minister, Ministry of Education, 1980, 3 pages.

This Resolution deals with the remunerations payable to teachers, inspectors, supervisors or retired teachers who are assigned to give additional periods or evening courses in all stages of education. In its three parts, the Resolution specifies the amounts of remunerations paid to each category of teachers for each type of assignment, whether in mornings or in evenings and prescribes the procedure for payment of such amounts.

The Resolution's first part consists of an amendment of Articles 5, 6, 7, 8 and 9 of Ministerial Resolution No. 221 of 1974 in connection with the amounts of remunerations.

The second part is concerned with the establishment of a local committee in each Educational Directorate and Administration to undertake the task of paying such remunerations.

Part 3 deals with the effective data of this Resolution.

WOMAN EDUCATION

157. A.R.E., National Center for Educational Research, "Woman and Education in the Arab Republic of Egypt", (Al-Maraa Wal-Ta'leem Fi Jumhuriyyat Misr Al-'Arabiyyah), Cairo, 1980, 142 pages.

This book falls into an introduction and six chapters.

The introduction deals with woman's role in making, adopting and implementing decisions and indicates the function of education in preparing the Egyptian woman to assume her responsibilities.

Chapter 1, which is concerned with woman's place in general and technical education, gives statistics of the number of girls enrolled in primary, preparatory and general and technical secondary schools and teach training colleges. Technical secondary schools include industrial, agricultural and commercial schools.

The second chapter deals with the position of women in university and higher education and indicates the number of girl students enrolled in the various faculties and higher and intermediate institutes.

Chapter 3 is devoted to the jobs occupied by women in the educational system, whether general or advanced and indicates the executive jobs assumed by women.

Chapters 4, 5 and 6 deal respectively with woman's role in research centers, in political, labour union and educational activities and in working as mistress in Arab, African and other countries of the world.

WOMEN AND TEXT BOOKS

158. El-'Abd, 'Atef 'Adli, "Woman's Image in Text Books and Mass Media", (Suwar Al-Maraah Fil-Kutub Al-Madrasiyyah Wa-Wasaiyl Al-I'laam), "Al-Fann Al-Izaa'i", (The Art of Broadcasting), 24th year, Issue No. 88, (July 1980), pp. 51-60.

This article deals with the fashion in which women in general and the Egyptian woman in particular are featured in the reading material used in Egyptian schools, specifically in the first, second and third year primary.

After enumerating the factors which enhance the traditional view on women, the writer cited examples from text books showing women as performing their duties both at home and in the various jobs.

He described, as well, the fashion in which women are displayed in TV and magazine advertisements, TV programmes designed for children, fiction appearing in magazines, stories covered in the Egyptian press, short stories and, lastly, in the weekly feminine magazine "Hawwa".

YOUTH

Utilization of Leisure Time

159. Mahmoud, Hafez, "Youth Recreation Is An Art", (Al-Tarfeeh 'An Al-Shabaab Fann), "Al-Gumhouriyah" newspaper, 27th year, Issue No. 9688, (July 7, 1980), p. 5.

The writer began his article saying that leisure time poses a great problem to Egyptian youth at the close of the academic year and every effort should be made to ensure that they make healthy and proper use of the annual school holiday.

He then reviewed the possibilities at the disposal of youth organizations and the extent to which they could help fill students' leisure time during summer vacations.

After stating that the cultural stuff presented to youth in leisure time is inadequate, the writer said that thorough research should be undertaken on youth interests in the light of which suitable cultural material could be presented to them. Here, he pointed to the responsibility of youth organizations and mass media in offering healthy cultural material to the youth with the aim of filling their leisure time.

In conclusion, the writer stressed the need for planning all material presented to youth, including songs, plays and comic programmes, stressing in this respect the role which national committees could play. In his opinion, these committees should have psychologists and representatives of the Supreme Council of Youth on its membership.

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